COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

This instruction implements Air Force Policy Directive (AFPD) 36-22, **Military Training**, and Air Force Instruction (AFI) 36-2201 Vol 1, **Training Development, Delivery, and Evaluation**. Air Force Manual (AFMAN) 36-2234, **Instructional System Development**, Air Force Handbook (AFH) 36-2235 Vol 1, **Information for Designers of Instructional Systems**, and AFMAN 36-2236, **Guide Book for Air Force Instructors**, are used to develop training and evaluation programs for mission ready duties. This directive defines roles, responsibilities, and minimum requirements for Combat Mission Ready (CMR) and Basic Mission Capable (BMC) training, evaluation and standardization programs. It applies to most 13SXX, 1C6XX, Department of Defense (DoD) civilian personnel, foreign nationals (as applicable per international agreement), and other selected personnel assigned to Air Force Space Command operations duties (see Air Force Space Command Instruction (AFSPCI) 10-1202, **Crew Operations, Attachment 2**, for duty positions). This instruction also applies to Air Force Reserve Command (AFRC) and Air National Guard (ANG) units performing AFSPC operations missions. Refer recommended changes and questions about this publication to the Office of Primary Responsibility (OPR) using AF Form 847, **Recommendation for Change of Publication**; route AF IMT 847s from the field through the appropriate functional's chain of command. Organizations at any level may supplement this instruction. All supplements will be coordinated through HQ AFSPC/A3T prior to publication.   Process supplements as shown in AFI33-360, **Publications and Forms Management.**   Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with AFMAN33-364, **Management of Records**, and disposed of in accordance with the Air Force Records Disposition Schedule (RDS) located at **https://www.my.af.mil/gcss-af61a/afrims/afrims/rims.cfm**.

This publication volume is focused on 14th Air Force (14 AF) mission ready operations training and evaluations and standardization. It incorporates information previously contained in AFSPCI 36-2202. This document is substantially revised and must be completely reviewed.

Chapter 1

REQUIREMENTS AND RESPONSIBILITIES

1.1. Requirements:

1.1.1. General. All personnel who perform Combat Mission Ready (CMR) or Basic Mission Capable (BMC) duties as prescribed in AFSPCI 10-1202 must have the required skills and knowledge to perform these duties. These skills and knowledge are obtained through a structured training program. The required skills and knowledge are measured by an evaluation (CMR only) used to judge the effectiveness of training and crew force proficiency. AFSPC/A3 directs CMR/BMC duty positions with recommendations provided by 14 AF.

1.1.1.1. A structured training and evaluation program must be developed.

1.1.1.2. Individuals who are BMC will not perform duties involving operation of weapon system hardware unless under supervision of a CMR crew member who is proficient in the same tasks.

1.1.1.3. Units will ensure an individual, supervised or unsupervised, who does not have a medical clearance, will at no time, be allowed to interact with real-world systems in accordance with (IAW) AFSPCI 10-1202. This does not preclude the individual, as approved by the certifying official, from receiving classroom training, simulator instruction, or instruction on real-world equipment that has been electronically isolated and performing in a simulator capacity.

1.1.2. Certifications:

1.1.2.1. CMR, BMC, and Mission Support certification IAW AFSPCI 10-1202.

1.1.3. Task Qualifications. An individual must be qualified in all tasks for the applicable CMR/BMC position prior to certification.

1.1.4. Standardization Requirements. Standardization across units, missions and functional areas is done to gain efficiencies in processes, to increase combat capability, and to provide common training products where possible.

1.1.4.1. As much as practical, design and implement training and evaluation programs to ensure procedures contained in technical orders, checklists, Tactics, Techniques and Procedures (TTPs) and operations manuals are standardized, accurate, and effective to fulfill mission accomplishment.

1.1.5. 14 AF visits will assess the unit's readiness and ability to conduct its Designed Operational Capability defined mission(s). These visits ensure wing/group/unit training and evaluation/standardization programs meet the requirements of all Higher Headquarter (HHQ) training and evaluation/standardization policy and guidance, including this instruction and the 14 AF supplement.

1.1.5.1. Standardization Evaluation Team (SET) Visits. 14 AF will conduct these visits and coordinate visits with AFSPC, AFRC, and NGB, as required, to deconflict schedules.

1.1.5.2. Standardization visits conducted by groups focus on standardization among squadrons (and detachments) and, for geographically separated units (GSUs) unit assigned instructors and evaluators. These visits assess the standardization and effectiveness of operations training and standardization/evaluation programs toward meeting operational mission goals.

1.1.6. Real World Performance. When a crew is performing crew duty (not under formal evaluation) and substandard performance that would have resulted in an Q3 rating during an evaluation is either observed or determined, the unit commander or operations officer shall determine corrective action(s), any follow-on training/evaluation requirements and any crew operations actions as required (see AFSPCI 10-1202).

1.1.6.1. The Training and Evaluation Performance Standards (TEPS) (see **Chapter 2**) and error definitions (see **Chapter 5**) serve as tools or guides when determining corrective action and the individual's CMR, BMC, or restricted status.

1.1.6.2. Do not document substandard real-world performance (i.e., a deviation from established procedures) as an evaluation or an evaluation error. Instead document the action in a memorandum to the unit commander and place a copy in the member's Individual Qualification Folder (IQF).

1.1.7. Individuals officially appointed as Vice, Deputy, or Operations Officer may act on behalf of principals in accordance with Air Force Standards, unless specifically prohibited by this instruction or their principal.

1.2. Responsibilities:

1.2.1. HQ AFSPC Directorate of Air, Space and Nuclear Operations (A3):

1.2.1.1. Oversees management of Major Command (MAJCOM) training, evaluation, and standardization programs.

1.2.1.2. Establishes a MAJCOM office of primary responsibility (HQ AFSPC/A3T, Training, Test, Exercises and Evaluations Division) to implement the programs outlined in this publication.

1.2.1.3. Establishes and implements policy, basic requirements, and guidance for operations training, evaluation, and standardization programs across all command mission areas.

1.2.1.4. Participates in Utilization and Training Workshops to establish and maintain training requirements with Air Education and Training Command (AETC) IAW AFI 36-2201, Volume 5, *Air Force Training Program Career Field, Education and Training*.

1.2.1.5. Reviews and coordinates approval of the Career Field Education and Training Plan (CFETP) with Air Force Career Field Manager (AFCFM) for space and missile operations Air Force Specialty Codes (AFSCs).

1.2.1.6. Determines fiscal year (FY) trained personnel requirements for formal Air Education and Training Command (AETC) training courses and submits requirements to HQ USAF/A3O-ST.

1.2.1.7. Approves waiver requests for attendance at applicable AETC Initial Qualification Training (IQT) courses.

1.2.1.8. Coordinates and establishes formal change policy for IQT courses between AETC and AFSPC.

1.2.1.9. Monitors AETC training and evaluation programs that support the Numbered Air Forces' (NAFs') missions.

1.2.2. HQ AFSPC Directorate of Safety (SE). Coordinates on waiver requests to this instruction which affect mission flight control operations.

1.2.3. HQ AFSPC Directorate of Manpower, Personnel and Services (A1). Establishes operations training and standardization/evaluation organization structure and manpower requirements IAW AFI 38-101, *Air Force Organization*, AFI 38-201, *Determining Manpower Requirements,* applicable Air Force Manpower Standards and their supplements.

1.2.4. 14 AF:

1.2.4.1. Ensures operational readiness of subordinate space wings/groups.

1.2.4.2. Recommends policy changes to HQ AFSPC/A3T.

1.2.4.3. Defines specific roles and responsibilities for wings, groups, squadrons, and detachments to implement the requirements of this instruction.

1.2.5. 14 AF Standardization and Evaluation Office:

1.2.5.1. Interprets and ensures compliance with HQ AFSPC instructions and procedures in close coordination with HQ AFSPC/A3TT.

1.2.5.2. Publishes TEPS. Provides guidance on implementation/use of TEPS in a supplement to this instruction. 14 AF will courtesy copy TEPS changes to HQ AFSPC/A3T prior to implementation.

1.2.5.3. Ensures subordinate unit training and evaluation programs adequately address 14 AF requirements regarding applicable Mission Essential Tasks (MET). 14 AF will map MET requirements to unit TEPS where appropriate.

1.2.5.4. Establishes requirements for standardized instructor and evaluator training programs and ensures wings/groups implement programs.

1.2.5.5. Conducts inspections and visits to assess wing ability to meet mission requirements. NAF/CC or requesting wing commander will determine specific visit content.

1.2.5.6. Standardizes operations among wings, where practical.

1.2.5.7. Monitors wing/group training, standardization and evaluation programs.

1.2.5.8. Provides guidance to subordinate units for error determination when the wing is unable to make a determination. Send informational copies of all error determination to HQ AFSPC/A3TT (Operations and Training Standardization Evaluations Branch). If unable to make an error determination, consults with HQ AFSPC/A3TT for guidance and final error determination.

1.2.5.9. Establishes IQF requirements.

1.2.5.10. Publishes minimum task requirements for each type of evaluation for each applicable mission area.

1.2.5.11. Provides assistance on problems affecting compliance with this instruction when resolution is beyond the scope of subordinate unit resources. Requests waivers from HQ AFSPC/A3T if the problem cannot be resolved. Coordinates guidance issues on this instruction with HQ AFSPC/A3TT prior to providing clarification to the units.

1.2.6. Space Wing (SW), Operations Group (OG), Space Group (SG), Operations Support Squadron (OSS), and Direct Reporting Units (DRU):

1.2.6.1. Ensures standardization of operations procedures, training, and evaluation programs, wherever feasible, among subordinate groups/units. Training and evaluation responsibilities may be delegated to subordinate units. (This delegation will be documented in a supplement to this instruction or a unit Operating Instruction).

1.2.6.2. Reviews all new or changed publications for impacts on operations procedures, training, standardization and evaluation programs.

1.2.6.3. Ensures operational units establish an AETC graduate verification process (IAW paragraph **3.3.3.6**) and provide feedback to the appropriate Training Squadron within 60 days of completion of Mission Qualification training (MQT) where applicable.

1.2.6.4. Ensures units support periodic AETC instructor orientation visits to enhance instructor proficiency and facilitate instructor cross-flow.

1.2.6.5. Ensures evaluation and training materials comply with AFMAN 36-2234.

1.2.6.6. In order to standardize operations among groups, OG guidance specific to GSUs will apply to all operations units under the Operations Group's span of control even if the unit is physically located in the same geographic area as the Operations Group.

1.2.6.7. Maintains and documents IQF information. Groups may delegate IQF management responsibilities to subordinate units. (Responsibilities will be documented in an Operating Instruction or supplement to this instruction.)

1.2.7. Group Standardization and Evaluation Office (OGV):

1.2.7.1. Develops or ensures development of evaluation materials for CMR programs.

1.2.7.2. Administers the initial and recurring evaluator training and certification programs. Recommends certification, decertification, restriction, and removal from restriction for operational evaluators (Unit Stan/Eval performs these functions where applicable).

1.2.7.3. Conducts visits to operational organizations for the purpose of evaluation program and operations standardization.

1.2.7.4. Ensures standardization of evaluation practices and ensures evaluator proficiency is maintained among group/squadron CMR evaluators.

1.2.7.5. Conducts evaluations required by this instruction (Unit Stan/Eval, including for Air Reserve Components (ARC), performs this function where applicable).

1.2.7.6. Ensures standardization of operations procedures and evaluation programs, wherever practical, among units.

1.2.7.7. Reviews all new or changed publications for impacts on operations procedures, standardization and evaluation programs.

1.2.8. Operations Training Office:

1.2.8.1. Develops or ensures development of training materials for CMR and/or BMC programs.

1.2.8.2. Administers the initial and recurring instructor training and certification programs for all operational instructors. Recommends certification, decertification, restriction, and removal from restriction for operational instructors. (Unit Training performs these functions where applicable.)

1.2.8.3. Conducts visits to operational squadrons and detachments for the purpose of training program standardization.

1.2.8.4. Ensures standardization of training practices and instructor proficiency among group/squadron CMR instructors.

1.2.8.5. Conducts or ensures training is conducted as required by all applicable HHQ policy and guidance (Unit Training and some ARC units perform this function as applicable).

1.2.8.6. Ensures standardization of training wherever practical, among units.

1.2.8.7. Reviews all new or changed publications for impacts on operations training programs. Ensures appropriate change requests are submitted to update IQT courses.

1.2.8.8. Develops wing mission ready training policies/guidelines and ensures compliance.

1.2.9. OSS Weapons and Tactics Office (OSK):

1.2.9.1. Ensures Weapons and Tactics (W&T) training is incorporated into unit training IAW AFSPCI 10-415, *Weapons and Tactics Program*.

1.2.9.2. Acts as Office of Collateral Responsibility (OCR), and reviews/coordinates all unit publications and scenarios dealing with training, exercises, and evaluations to ensure they are based on sound procedures and tactics, and reflect the projected enemy threat, and expected combat/theater conditions to include anomalous and/or hostile events.

1.2.9.3. Ensures assigned personnel are familiar with the unit mission/tasking and expected enemy threat.

1.2.9.4. Coordinates to ensure standardization and evaluation examiners remain abreast of all combat employment concepts and that all mission qualification events reflect unit taskings.

1.2.10. Operational Squadron Commander/Detachment Commander:

1.2.10.1. The Squadron Commander is responsible for ensuring individuals receive training to successfully complete unit missions and maintain individual proficiency. The Squadron Commander will also determine the training level of each assigned crew member, when not prescribed by MAJCOM, NAF, SW, OG, or OSS.

1.2.11. Certifying Official:

1.2.11.1. The first operational commander in the member's chain of command acts as the certifying official and is responsible for determining corrective action or training, any follow-on evaluation requirements, and any crew force management actions for each evaluation and for substandard performance while not under evaluation. This is typically the Operations Group Commander, the Operational Support Squadron Commander, the Operations Squadron Commander, or the Detachment Commander. The Commander may delegate this authority to his/her Deputy Commander or Operations Officer. No further delegation is authorized.

1.2.11.2. See AFSPCI 10-1202 for specific requirements concerning certifying officials.

1.2.12. Crew Member ensures he/she:

1.2.12.1. Completes and maintains all CMR/BMC training requirements.

1.2.12.2. Does not conduct CMR/BMC duties in which he/she is not certified.

1.2.12.3. Is current on his/her training/evaluation timelines before conducting CMR/BMC duties.

1.2.12.4. Does not conduct CMR/BMC duties when not medically cleared.

1.2.12.5. Does not conduct CMR/BMC duties when he/she does not have a current AF Form 1042.

Chapter 2

TRAINING AND EVALUATION REQUIREMENTS

2.1. Training and Evaluation Performance Standards (TEPS). Groups or Units will develop and 14 AF will publish CMR and BMC TEPS in their respective mission areas. All TEPS will be approved by the 14 AF and will be courtesy copied to HQ AFSPC/A3T prior to publication. 14 AF will provide guidance to wings on implementation/use within the 14 supplement to this instruction. At a minimum, the TEPS will contain all the tasks/sub-tasks associated with mission accomplishment. Ensure the TEPS contain all the specific performance proficiency standards and evaluation constraints (or givens) for each task. Additionally, assign Air Force proficiency codes, as described in AFMAN 36-2236, to each mission ready task (see **Attachment 3**). To assist in development of 14 AF TEPS, reference **Attachment 2**.

2.1.1. Task Standard Level Descriptions. The NAF will use three task standard levels for each task: A, B, and C. All tasks/subtasks will be documented in a comprehensive task/sub-task list developed by the units, approved by the NAF, and coordinated through AFSPC/A3T. Additionally, ensure the TEPS contain detailed givens/constraints, performance, and standards for all critical tasks/subtasks.

2.1.1.1. Level A/Critical task/sub-task**.** Critical tasks are tasks that could result in mission failure, endangerment of human life, serious injury or death. Critical tasks have the greatest potential for extreme mission or personnel impacts and drive the most stringent training and evaluation program requirements. Critical tasks apply to time-sensitive tasks or tasks that must be accomplished as expeditiously as possible without any intervening lower priority actions that would, in the normal sequence of events, adversely affect task performance/outcome.

2.1.1.2. Level B/Essential task/sub-task. Essential tasks are tasks deemed integral to the performance of other tasks and required to sustain acceptable weapon system operations and mission execution. Essential tasks drive significant training and evaluation requirements. Operators must accomplish Level B tasks properly without taking any intervening lower priority actions that would, in the normal sequence of events, adversely affect task performance/outcome.

2.1.1.3. Level C/Non-Essential task/sub-task. Non-Essential tasks are rudimentary or simple tasks related to weapons system operations that by themselves have little or no impact on mission execution.   Non- Essential tasks require the least stringent training and evaluation requirements. Applies to tasks where no specific time standard is identified. The standard is to accomplish the task proficiently IAW technical orders and governing directives.

2.1.2. TEPS Use Guidelines. The TEPS will detail task performance, standards (to include any applicable timing requirements), and constraints for the express purpose of standardizing training and evaluation that supports operational mission ready certification requirements. They are intended for the preparation of training and evaluation materials in a controlled environment and will not supplement technical data or instructions. They will not be used as guidance to accomplish a task during evaluation, training, or actual weapon system operation.

2.1.2.1. TEPS Environment. TEPS will be designed for problem presentation in the controlled training (i.e., simulator, part task trainer) environment, however, they will apply to training and evaluation conducted in the operational environment. Due to the uncontrolled nature of the real-world operational environment, instructors and evaluators must be prudent in the application of TEPS during training and evaluation in these environments.

2.1.2.2. TEPS Responses. TEPS may not describe the only correct crew member response. Correct responses are determined from technical data and command instructions/directives.

2.2. Deficiency Codes (DC). Use the following DCs to describe why a trainee/evaluatee committed a deviation/error.

2.2.1. DC01-Lack of Knowledge. Did not know or unable to discern requirement. May be indicated by failure to accomplish a required task/subtask or accomplishing an incorrect task/subtask.

2.2.2. DC02-Lack of Proficiency. Knew the requirement, but experienced difficulty because of a skill, ability, or expertise deficiency. May be indicated by failure to meet stated time standards.

2.2.3. DC03-Lack of Association. Did not associate the impact of various status. Could not correlate information.

2.2.4. DC04-Lack of Discipline. Inattention to detail, for example, skipped steps, misread clock, or did not detect status. May be indicated by poor checklist discipline.

2.2.5. DC05-Other. Any identifiable deficiency not otherwise listed. If this code is used, a complete description of the cause of the deficiency must be included in the remarks.

2.2.6. DC06-Faulty Prioritization. Accomplished task/subtask, but unnecessarily delayed a relatively more urgent task/subtask.

2.2.7. DC07-Inadequate Crew Coordination. May be indicated when one crew member had incomplete status, or when the error was attributed to inadequate use of demand-response techniques.

2.3. Scenario Support Personnel. In addition to instructors and evaluators, those who participate in presenting a training or evaluation scenario are considered scenario support personnel. These may include, but are not limited to, the following: sim switch, trainer operator, trusted agents, and other personnel necessary to ensure proper scenario presentation.

2.3.1. Use support personnel to simulate external and internal agencies, and receive and pass event responses, as required.

2.4. Individual Qualification Folders (IQF). Maintain an IQF for all CMR and BMC personnel. At a minimum, this folder will include individual training and evaluation documentation. Electronic formatted IQFs are authorized provided proper security measures, backup capability, and sustainment plans are in place. Software applications capturing the same information obtained by the AFSPC Form 91/91A are authorized provided the unit gains approval by AFSPC/A3TT prior to use. Reference AFI 33-360 for guidance on gaining approval. For units using electronic forms, develop a plan to ensure adequate security

procedures are in place to prevent tampering by unauthorized personnel and to document timely back-up and recovery procedures. Regardless of format (hardcopy/electronic), the unit is ultimately responsible for the information contained on these forms.

2.4.1. Use of the AFSPC Form 91, *Individual's Record of Duties and Qualification*, is mandatory. Use this form to document the individual's entire history while assigned to a CMR or BMC duty position. As a minimum, document the following information on the AFSPC Form 91:

2.4.1.1. Arrival/Departure from unit.

2.4.1.2. Entry into Combat Mission Ready (CMR), Basic Mission Capable (BMC), Mission Qualification Training (MQT), Requalification Training (RQT), or Upgrade Training (UT).

2.4.1.3. Certification(s) and decertification(s) (e.g., CMR, BMC, instructor, evaluator, etc.). Include reason for decertification entries.

2.4.1.4. Placement in and removal from restricted status (CMR, BMC, task, instructor, evaluator).

2.4.1.5. Evaluation/Observation results.

2.4.1.6. Instructor/Evaluator annual observation.

2.4.1.7. Appointment/Removal as Subject Matter Expert.

2.4.2. Use of the AFSPC Form 91A, *Record of Signatures*, is mandatory. Use this form to record all required certification and decertification signatures: CMR, BMC, instructor, evaluator, etc. The AFSPC Form 91A will relate signatures back to entries on the AFSPC Form 91. Digital signatures are authorized provided the units institute an authentication/security system (e.g., card readers used with the Common Access Card authentication system).

2.4.3. Provide AFSPC Form 91 and AFSPC Form 91A, or a copy of pertinent digital data, to individual upon permanent change of station (PCS).

2.5. Stimuli List. The training/evaluation sections will develop, maintain and coordinate a stimuli list to document entering arguments for each performance task/subtask and assist in standardization of performance task presentation.

Chapter 3

TRAINING

3.1. Training Program Requirements: Training programs, practices, and operations procedures (e.g., training scenarios, operating instructions, procedures, techniques, etc.) will be standardized with evaluation programs as much as practical and will follow the guidelines in AFH 36-2235, Vol 11, *Information for Designers of Instructional Systems Application to Unit Training.*

   3.1.1. General:

       3.1.1.1. Training programs must be designed and implemented using performance standards to:

           3.1.1.1.1. Provide and maintain the essential skills, knowledge, and motivation required for mission accomplishment.

           3.1.1.1.2. Instruct personnel on new or revised procedures and equipment.

           3.1.1.1.3. Provide feedback for improvement.

           3.1.1.1.4. Correct identified deficiencies.

   3.1.2. Only certified instructors or instructor trainees under direct supervision of a certified instructor may conduct operations training and will document operations training.

   3.1.3. Instructors must be trained, evaluated, and maintain currency in the task(s)/subtasks(s) they instruct.

3.2. Plan of Instruction (POI). Units will design and develop a POI to guide training. The POI is a training guide outlining how the training program is applied and administered. Deviation from the POI is allowed, at the Squadron Commander's discretion, providing all training delinquency requirements are met. Units will develop a local method that provides verification from both instructors and students that training has been completed. For examples of training ideas and forms, reference Air Education and Training Command Instruction (AETCI) 36-2203**, *Technical and Basic Military Training Development*** and AFH 36-2235, Vol 11**.**

3.3. Qualification Training (QT). QT includes IQT, MQT, Upgrade Training (UT) and Requalification Training (RQT).

   3.3.1. Initial Qualification Training (IQT).   Normally, AETC provides weapon system specific and position specific training as a prerequisite to MQT.

       3.3.1.1. IAW AFSPCI 10-1202 IQT may be waived. Process waivers IAW **Chapter 9**.

       3.3.1.2. Familiarization Courses. AETC provides fundamental space operations courses as necessary when a formal IQT is not available (e.g., space lift). These courses provide a breadth of education on duties and responsibilities within these mission areas.

   3.3.2. Mission Qualification Training (MQT). MQT prepares an individual for CMR or BMC certification.

3.3.2.1. Training organizations will determine MQT training requirements for each CMR or BMC program by using the appropriate TEPS and document these MQT requirements appropriately in the POI. The POI contains the knowledge, tasks, method of training and total training time (to include estimated and maximum training times). The time spent per task is optional. Schedule, conduct, and document MQT in accordance with the POI.

3.3.2.2. For CMR or BMC programs having an IQT course (or AETC familiarization course), MQT focuses on filling training requirements not met at IQT and increasing proficiency, as needed. It also focuses on local procedures and orientation to ensure a smooth transition from IQT to CMR or BMC status. MQT should not be designed as a substitute for available IQTs.

3.3.2.3. For CMR or BMC programs not supported with an IQT course, MQT provides essential skills, knowledge, and motivation required to attain CMR or BMC status.

3.3.2.4. For personnel assigned to a unit with previous position experience, but who did not attend IQT for the present assignment, unit training will assess the individual's knowledge and proficiency on the required CMR or BMC tasks. MQT will be adjusted to reflect the necessary training.

3.3.3. Upgrade Training (UT). UT is given to personnel upgrading from their current crew position to a new or additional position within the unit. Units may use MQT material to train an individual in another duty position. Tasks common to both positions do not need to be retrained if the knowledge and skills are duplicated. Individuals are not eligible to complete upgrade training unless they have completed MQT and are certified mission-ready in another crew position (squadron CC/DO can be initially trained directly into a crew commander or equivalent position).

3.3.4. IQT Graduate Training Verification Process. The purpose of this process is to verify AETC training and the graduate's knowledge and skill through a combination of interviews, knowledge tests, individual tasks/subtask checkout, and/or training scenarios.

3.3.4.1. The goals are to reduce and/or eliminate the duplication of training between IQT and MQT, to provide feedback to AETC, to determine if a graduate needs additional training on any IQT-taught task(s)/subtask(s), and to assist the unit in estimating the time required to bring the trainee to the CMR or BMC status. Individuals who did not attend IQT are exempt from IQT verification process.

3.3.4.2. Units will conduct the same verification process for each graduate. Standardization of the process will identify AETC trends and assist in unit training requirements. The only exception to this is if a graduate arrives with an AETC deficiency notification. The verification process is adjusted to account for the deficiency. Units with like weapon systems will standardize the verification scenario to the greatest extent possible.

3.3.4.3. Operational units will provide verification process feedback as directed by 14 AF upon MQT completion for IQT and Familiarization Courses. Based on the results of this feedback, 14 AF will forward recommended changes to AETC courses through AFSPC/A3TT IAW Ch 8 of this instruction.

3.3.5. Requalification Training (RQT). RQT is given to qualify individuals who have been CMR or BMC decertified, who have previous experience in a similar weapon system and have been waived from IQT IAW AFSPCI 10-1202 or following a major weapon system modification. Tailor RQT to meet the training needs of the individual and adequately cover the reason the individual was decertified.

3.4. Proficiency Training (PT). PT includes recurring training (RT), individual training (IT), and supplemental training (ST). Proficiency training applies to all CMR personnel.

3.4.1. Recurring Training (RT). RT emphasizes knowledge and skills not used on a routine basis, knowledge and skill deficiencies identified through feedback, and provides the medium for knowledge enhancement training. RT goes beyond training required for qualification. It increases a person's knowledge of job related tasks, other positions, and the operational environment. Units will utilize their POI to guide RT.   RT requirements are as follows:

3.4.1.1. Train all CMR critical and essential tasks at least once every 18 months, per individual. Only one subtask needs to be trained to satisfy that task requirement. Knowledge/Non-Essential level tasks/sub-tasks will be identified and approved by the NAF. These tasks are required to be trained once during MQT and UT. The observation of any task in a real-world environment, when correctly performed and when observed and documented by an instructor certified in the tasks may count as RT for the task/subtask and satisfy the RT requirements for non-critical tasks/subtasks.

3.4.1.2. Conduct RT at least monthly. The monthly requirement may be adjusted via a waiver by the OG/CC to meet mission needs, but a copy of the waiver with the rationale and adjusted timeline to meet the appropriate task coverage must be forwarded to 14 AF/A3V and HQ AFSPC/A3TT. RT may include self-study guides, individual task presentation, classroom presentations, computer based training, and/or training scenarios/on-duty crew observations.   Use a POI to identify minimum training task/subtask coverage for each training session.

3.4.1.2.1. Crew members will begin receiving RT in the month following successful completion of their positional certification.

3.4.1.3. Present a training scenario at least once per quarter. Personnel are not exempt from taking the periodic training scenario which they authored.

3.4.1.3.1. Retrain and retest deficiencies noted by the instructor during training scenarios until corrected or the instructor terminates the session.

3.4.1.4. Except when training scenarios are used as RT, units will administer a knowledge test as part of RT. See paragraph **3.5** and **Chapter 6** for further guidance on knowledge tests.

3.4.1.4.1. Personnel who develop the RT knowledge test are exempt from taking the RT knowledge test for that period. If tests are constructed via test generation software/tools which permit test construction without knowledge of the actual questions contained in the test, personnel who develop the test are not exempt from the test.

3.4.2. Individual Training (IT). Use IT when an individual is placed in restricted status as a result of evaluation deficiencies/recommendation or non-completion or failure of RT. The unit commander may direct IT for substandard mission performance or other situations (e.g., upon return from extended temporary duty (TDY) or to correct deficiencies identified during a successful evaluation). Tailor IT to meet the needs of the individual.

3.4.3. Supplemental Training (ST). ST trains new or changed procedures, hardware, or software when RQT is not warranted. The unit commander may direct ST.

3.4.3.1. Tailor ST based on the operational impact(s) of the new or changed procedure(s), hardware, or software.

3.4.3.2. For changes directly affecting mission accomplishment or safety, administer ST to all personnel before they perform crew duty (e.g., new task, upgraded proficiency level, etc.).

3.4.4. Mobile/Deployable Units. Requirements for training in the deployed environment will apply to crew members who deploy from their main operating base in their certified CMR/BMC positions for periods in excess of 30 days.

3.4.4.1. Pre-Deployment Requirements. Prior to deploying operators the certifying official will ensure all crew members are current on training and evaluation requirements. The deployment commander is responsible to ensure all training requirements are met.

3.4.4.2. Deployment Requirements. While operating in the deployed environment the following training requirements will apply:

3.4.4.2.1. Supplemental Training. For changes directly affecting mission accomplishment, deployed operators may receive the training while on crew. ST may be documented in the crew log by the deployment commander.

3.4.4.2.2. Recurring Training. Training requirements for deployed operators will be altered to meet the realities of the environment. Deployed operators should tailor recurring training through task coverage observations. The deployment commander will document deployed task coverage requirements when they deviate from recurring training requirements based on practicality of the deployed environment. Instructors will document actual task coverage while deployed so that tasks not covered while deployed can be accounted for and trained upon return from deployment. Tasks unable to be observed in the deployed environment will be documented and trained on return to the home unit.

3.4.4.2.3. Individual Training. For significant deficiencies noted during deployed operations IT will be required. The deployment commander will document the deficiency and the recommended corrective action. The deployment commander, or a deployed instructor, will then conduct the necessary training and document successful completion.

3.4.4.3. Post-Deployment Requirements. Following return from deployment, operators will be placed in restricted status until all missed training requirements are satisfied. Additionally, any training conducted while deployed will be annotated in the individual's IQF.

3.5. Knowledge Tests (KT). Knowledge tests are used to ensure the effectiveness of the training conducted. KTs must comply with AFMAN 36-2236 and **Chapter 6**.

3.6. Training Scenarios. The primary purposes of training scenarios are to support classroom training and individual self-study, to allow students to demonstrate proficiency in performance level tasks, and to ensure an individual's or crew's proficiency. Crew members should be trained in a realistic crew environment to the maximum extent possible. Maximum emphasis should be placed on crew training for recurring training so that the training environment/interaction mirrors the real world environment/interaction.

3.6.1. Base training scenario results on successfully meeting each performance standard.

3.6.2. Training will be conducted in an off-line environment (e.g., off-line simulator, part task trainer, etc.). Units will submit a list of tasks that need to be trained in the operational environment to 14 AF/A3V who will provide approval on a case-by-case basis. 14 AF/A3V will notify HQ AFSPC/A3TT when making such approvals. Make every effort to limit requests for the use of the operational environment for training to instances when off-line training devices are non-existent or degraded.

3.7. Training Scripts. Design and use scripts to conduct training scenarios to ensure standardization of presentation and proper application of performance standards. Include instructions for instructors, scenario support personnel, simulated inputs, and status card inputs. All simulation materials will be marked as such. 14 AF will identify additional script requirements where applicable.

3.8. Training Scenario Conduct:

3.8.1. Pre-brief for Trainee. Instructors will conduct a pre-brief to ensure the trainee clearly understands the rules of engagement. The pre-brief sets the environment of the scenario. This briefing is given before the scenario (see Attachment 5).

3.9. Training Scenario Termination. Normally, once a training scenario is started, all efforts will be made to complete the training scenario.

3.9.1. Early Scenario Termination. Scenarios terminated before the designated end may be completed from the point activity was stopped or completely re-accomplished. Terminate a training scenario when:

3.9.1.1. A trainee or instructor becomes injured or ill.

3.9.1.2. Operational or maintenance activity unduly interferes with the scenario.

3.9.1.3. HHQ actions prevent completion of the scenario.

3.9.1.4. Trainee actions prevent completion of written events.

3.9.2. Normal Scenario Termination. Reconfigure equipment used in support of the scenario and notify participating agencies, to include the on-duty crew (if applicable) of scenario termination.

3.10. Post-Training Scenario Actions:

3.10.1. IAW AFSPCI 10-415 the wing Weapons and Tactics OPR is responsible for establishing a debrief process for training activities. Debriefing is a trainee-led event reconstruction and evaluation to self-identify how to replicate success, avoid repeat mistakes

and improve job performance. A successful debrief depends on the trainees' ability to critically analyze events and the personal willingness to admit mistakes. The intent of the debrief process is to ensure trainees take greater responsibility for their personal proficiency and performance.

3.10.1.1. As part of performance self-analysis, the debrief process should encompass a review of events, identification of problems, determination of root causes, and development of lessons learned.

3.10.1.1.1. Review of events: In this step, trainees collect observations which may point to problems encountered during the event. Participants should use whatever sources available to assist them in faithfully recreating the event.

3.10.1.1.2. Identification of problems (also known as Debrief Focus Points): Observations collected during the reconstruction are the means by which participants identify problems. Problems as defined here are, "Areas or aspects of the event which impeded achievement of the desired outcome."

3.10.1.1.3. Determination of root causes: The root cause is the main reason why the problem occurred. Once a problem is identified, trainees should ask themselves why it occurred. Each time the question is answered, the trainee should dig one layer deeper by again asking themselves why. At a certain point problems will boil down to an actionable cause.

3.10.1.1.4. Development of lessons learned: A lesson learned is a statement addressing the root cause that prevents the problem from happening again. Good lessons learned are repeatable fix actions that lead to better job performance. A lesson learned should address four main points: when to enact the lesson, what specific actions to accomplish, how to accomplish those actions, and why to comply with the lesson learned. Reference AFSPCI 10-260, *Tactics Development Program* (**Attachment 5**) for a detailed description of the debrief process.

3.10.2. In addition to trainee-led post-training scenario debrief activities, instructors will identify, correct, and document incorrect actions and responses as deficiencies. Base deficiency identification on task/subtask performance. Use the Deficiency Codes in paragraph **2.2** to describe why a trainee committed the deficiency.

3.10.2.1. When the trainee causes a script deviation and an incorrect action results, assess the deficiency.

3.10.2.2. Do not assess a deficiency when the trainee incorrectly responds to erroneous status due to equipment failure or instructor error. However, instructors may recommend or provide training to remedy identified deficiencies.

3.10.3. Debrief the trainee. Include discussion of positive performance, strengths, any noted deficiencies, probable causes, and direct/indirect impacts to the mission, personnel, and other organizations. Review trainee generated reconstruction, problem identification, root cause determination and lessons learned.

3.11. Training Documentation:

3.11.1. Training documentation provides a means to track individual performance or progression, and contributes to internal and external feedback on training program effectiveness.

3.11.2. Document all training and deficiencies on 14 AF developed/approved forms (electronic forms are authorized). Document the deficiency against the task/subtask to which the deficiency is attributed. Use the following guidance:

3.11.2.1. If a crew member recognizes a status change but fails to perform a required task/subtask, document the deviation against the task/subtask that should have been performed.

3.11.2.2. If a crew member recognizes a status change but performs the wrong task/subtask, document the deviation against the task/subtask that should have been performed. However, give task/subtask credit for the task/subtask that was performed.

3.11.2.3. If a crew member does not recognize a status change and a resulting task/subtask requirement, document the deviation against the required task/subtask.

3.11.2.4. When the task/subtask being performed directs transition to another task/subtask, and the trainee fails to perform the subsequent task/subtask (or fails to identify the requirement to transition), document the deviation against the task/subtask that directed the transition.

3.11.2.5. If a crew member performs an unnecessary action which causes or results in a deviation, document the deviation against the task/subtask being performed when the unnecessary action was taken.

Chapter 4

EVALUATORS AND INSTRUCTORS

4.1. General. The instruction and evaluation portions of the Weapon System's training and Stan/Eval Program is administered by instructors and evaluators at both the HHQ and unit levels.

4.1.1. Only certified evaluators or evaluator trainees under direct supervision of a certified evaluator will be used to conduct evaluations.

4.1.2. Only certified instructors or instructor trainees under direct supervision of a certified instructor will be used to conduct training.

4.2. Selection.

4.2.1. The OG/CC will select, and designate in writing, all OGV evaluators. The certifying official will select, and designate in writing, squadron/GSU evaluators and instructors as required. Selection and designation will be annotated in the unit certification document AFSPC Form 91/91A.

4.3. Functions.

4.3.1. Conduct crew evaluations and training as required.

4.3.2. Maintain CMR status in the specific weapon system position that they will train/evaluate. OGV and OSOT personnel who will not conduct training or give evaluations (e.g., 21 OG/OGV, 21 OSS/OSOT) are not required to maintain CMR status.

4.3.3. Administer training/evaluations only within their weapon system and will only train/evaluate those tasks in which they maintain qualification.

4.3.4. Conduct a thorough pre-mission briefing and post-mission debriefing for the trainee/evaluatee and applicable crew members on all aspects of the training/evaluation.

4.3.5. Receive trainee/evaluatee debrief training, where applicable, as defined by 14 AF.

4.3.6. In order to provide unbiased feedback to the training program, personnel are not generally certified as instructors and evaluators simultaneously. However, due to mission limitations, there will be instances when unit commanders must use an individual in both capacities. Evaluators who are also instructor certified may not evaluate an individual on tasks for which they conducted the training. If circumstances prevent using a different evaluator, certifying officials may waiver this requirement on a case-by-case basis. Waivers must be documented in writing on the evaluation form, to include the specific circumstance(s) that led to the waiver being granted.

4.4. Evaluator Training and Certification Program. The evaluator training and certification program is designed to instruct and evaluate wing evaluators on the proper manner in which to correctly assess crew proficiency as part of their role in the ISD process. All evaluators will complete the appropriate training program before certification.

4.4.1. Evaluator Training Requirements. Evaluator trainees will be observed and supervised by a certified evaluator. Evaluator trainees will:

4.4.1.1. Receive instruction on the following items:

4.4.1.1.1. Applicable equipment configuration and scheduling procedures (e.g., simulator and on-line equipment configuration, test and evaluation scenario control procedures).

4.4.1.1.2. ISD process and procedures.

4.4.1.1.3. Construction and administration of knowledge tests.

4.4.1.1.4. Construction of evaluation scenarios (individual tasks or multiple tasks).

4.4.1.2. Observe, at a minimum, one certified evaluator conducting an evaluation.

4.4.1.3. Administer an evaluation scenario.

4.4.1.4. Identify errors, and determine error assessment and evaluation ratings.

4.4.1.5. Be able to construct, schedule, set-up, de-brief, and document an evaluation.

4.4.2. Evaluator Recurring Training Requirements. Evaluators receive recurring training to ensure standardization and to maintain evaluator proficiency.

4.4.2.1. Conduct evaluator recurring training at least quarterly and ensure all evaluator training tasks are covered IAW a POI for evaluator RT.

4.4.2.2. The Chief of Stan/Eval will conduct annual (NLT 1st day of the 13th month) observations on all certified evaluators and will remain responsible for the overall conduct of their group's annual observation requirement. Unit Chief of Stan/Eval performs this function for GSUs. Observations will be documented on AFSPC Form 91.

4.4.2.2.1. The Chief of Stan/Eval may delegate annual observation requirements to his/her deputy/section chiefs/GSU NCOICs.

4.4.2.2.1.1. Section chiefs/senior crew/GSU Non-commissioned officers in charge (NCOICs) will observe only those evaluators working within their area of responsibility.

4.4.3. Evaluator Certification Requirements. The Chief of Stan/Eval or designated representative recommends evaluator certification to the appropriate certifying official.

4.4.4. Evaluator Restricted Status Requirements. An individual may be prohibited from performing evaluator duties without being decertified within a weapon system.

4.4.4.1. Place an individual in evaluator restricted status and document reason on AFSPC Form 91 for the following reasons:

4.4.4.1.1. The individual is placed in restricted CMR status.

4.4.4.1.1.1. When an evaluator is placed in CMR restricted status for proficiency reasons, the evaluator may not administer evaluations for any position(s) in which he/she is restricted.

4.4.4.1.1.2. When placed in CMR restricted status for only medical reasons, the individual may conduct written examinations, simulator, or real world evaluations on equipment that is electronically isolated, if he/she has maintained currency in the weapon system when approved by the Chief of Stan/Eval and Certifying official, as required. This approval will be documented.

4.4.4.1.1.3. When an individual is in CMR restricted status for non-performance of shifts IAW AFSPCI 10-1202, the individual may conduct simulator evaluations if he/she has maintained currency (received RT) in all applicable tasks where approved by the Chief of Stan/Eval.

4.4.4.1.2. When an individual does not receive periodic recurring evaluator training or if an evaluator fails to receive an annual observation.

4.4.4.1.3. At the direction of the commander or Chief of Stan/Eval.

4.4.4.2. Remove an individual from evaluator restricted status when the reason for the restriction is resolved. Recertification is not required.

4.4.5. Evaluator Decertification/Recertification Requirements.

4.4.5.1. Commanders will decertify evaluators in writing when:

4.4.5.1.1. Individual is no longer needed as an evaluator.

4.4.5.1.2. Individual no longer possesses the degree of proficiency or professionalism to be an effective evaluator.

4.4.5.1.3. Individual departs unit due to a permanent change of station (PCS).

4.4.5.1.4. Individual is decertified from CMR duties.

4.4.5.1.5. Annotate decertification on the AFSPC Form 91/91A.

4.4.5.2. Accomplish evaluator recertification by completing tasks as directed by the certifying official.

4.4.6. Evaluator Personnel Transfer. Once an individual has been certified as an evaluator, it is not necessary to re-accomplish an entire training program at each new assignment. Certifying officials must assess the individual's previous evaluator experience to ascertain whether an individual requires further training to meet the unit's needs. At a minimum, provide training on local procedures and equipment before certifying the individual.

4.5. Instructor Training and Certification Program. OSS develops and administers the training and certification program to ensure instructors can conduct standardized, objective training. CMR instructors will maintain certification and currency in the weapon system position they instruct. All (staff and line) instructors will complete the appropriate training program before certification.

4.5.1. Instructor Training Requirements. Instructor trainees will be observed and supervised by a certified instructor. Trainees will:

4.5.1.1. Observe a certified instructor conducting a training session for each applicable method of instruction (e.g., classroom, knowledge test administration, training scenario, pre- and post-training scenario actions, simulator operations, etc.).

4.5.1.2. Properly perform positional instruction.

4.5.1.3. Identify deficiencies.

4.5.1.4. Demonstrate training presentation techniques.

4.5.1.5. Receive instruction on the following items:

4.5.1.5.1. Applicable equipment configuration and scheduling procedures (e.g., simulator and on-line equipment configuration, test control procedures).

4.5.1.5.2. Pre- and post-training scenario activities.

4.5.1.5.3. Local requirements.

4.5.1.5.4. Documentation requirements.

4.5.1.5.5. ISD process and procedures.

4.5.1.5.6. Construction and administration of knowledge tests.

4.5.1.5.7. Construction and administration of training scenarios (individual tasks or multiple tasks).

4.5.1.5.8. Construction and administration of lesson plans.

4.5.1.5.9. Effective instruction techniques.

4.5.2. Instructor Recurring Training Requirements. Instructors receive recurring training to ensure standardization and to maintain instructor proficiency.

4.5.2.1. Conduct instructor recurring training at least quarterly and ensure all instructor training tasks are covered IAW a POI for instructor RT.

4.5.2.2. The OSS/OSOT Chief of Training will conduct annual observations (NLT the 1st day of the 13th month) on all section chiefs/senior crew/GSU NCOICs and will remain responsible for the overall conduct of their group's annual observation requirement. Unit Chief of Training performs this function for GSUs.

4.5.2.2.1. The Chief of Training may delegate annual observation requirements to his/her deputy/section chiefs/GSU NCOICs.

4.5.2.2.2. Section chiefs/senior crew/GSU NCOICs will observe only those instructors working within their area of responsibility.

4.5.2.2.3. When section chiefs/senior crews/GSU NCOICs conduct annual observations, they will brief the Chief of Training and document the annual observation on the AFSPC Form 91.

4.5.3. Instructor Certification Requirements. The Chief of Training or designated representative recommends instructor certification to the appropriate certifying official.

4.5.4. Instructor Restricted Status Requirements. An individual may be prohibited from performing instructor duties without being decertified within a weapon system.

4.5.4.1. Place an individual in instructor restricted status and document reason on AFSPC Form 91 for the following reasons:

4.5.4.1.1. The individual is placed in restricted CMR status.

4.5.4.1.1.1. When placed in CMR restricted status for proficiency reasons, the instructor may not administer instruction for any position in which he/she is restricted.

4.5.4.1.1.2. When placed in CMR restricted status for only medical reasons, the individual may conduct classroom, simulator, or real world training on equipment

that is electronically isolated, if he/she has maintained currency in the weapon system when approved by OSS/CC and Certifying official, as required. This approval will be documented.

4.5.4.1.1.3. When an individual is in CMR restricted status for non-performance of shifts IAW AFSPCI 10-1202, the individual may conduct classroom, simulator, or real world training on equipment that is electronically isolated if he/she has maintained currency (received RT) in all applicable tasks where approved by the Chief of Training.

4.5.4.1.2. When an individual does not receive recurring instructor training or if an instructor fails to receive an annual observation.

4.5.4.1.3. At the direction of the OSS Commander or OSS/OSOT Chief of Training.

4.5.4.2. Remove an individual from instructor restricted status and document the reason on AFSPC Form 91 when the reason for the restriction is resolved. Recertification is not required.

4.5.5. Instructor Decertification/Recertification Requirements.

4.5.5.1. Certifying officials will decertify instructors in writing when:

4.5.5.1.1. Individual is no longer needed as an instructor.

4.5.5.1.2. Individual no longer possesses the degree of proficiency or professionalism to be an effective instructor.

4.5.5.1.3. Individual departs unit due to a PCS.

4.5.5.1.4. Individual is decertified from CMR crew operations.

4.5.6. Instructor Personnel Transfer. Once an individual has been certified as an instructor, it is not necessary to re-accomplish an entire training program at each new assignment. Training offices must assess the individual's previous instructor experience to ascertain whether an individual requires further training to meet the unit's needs. At a minimum, provide training on local procedures and equipment.

4.6. Evaluator and Instructor Operational Risk Management.

4.6.1. Prior to training or evaluating in the operational environment, utilize an ORM assessment to ensure unnecessary operational risks are mitigated.

4.6.2. When creating training or evaluation scripts, do not create actual conditions that could jeopardize personnel safety or cause equipment damage.

4.6.3. Safety and real-world operational requirements take priority over simulated activities.

4.6.4. Immediately correct breaches of safety during training or an evaluation (this applies to all crew members). If this situation occurs, the instructor or evaluator will also debrief unit supervision, as designated in the unit supplement, and if appropriate, document the deviation.

Chapter 5

EVALUATIONS

5.1. Evaluation Program Requirements. Evaluation programs, practices, and operations procedures (e.g., checklists, operating instructions, etc.) should be standardized with training programs.

5.1.1. Evaluation programs must be designed and implemented using performance standards to:

5.1.1.1. Measure crew member proficiency on existing, new, or revised procedures and equipment.

5.1.1.2. Ensure operational procedures are being trained properly to support mission accomplishment, and provide feedback on training programs.

5.1.2. Only certified evaluators or evaluator trainees under direct supervision of a certified evaluator may conduct operations evaluations and will document operations evaluations.

5.2. Qualification Evaluations. Qualification Evaluations consist of two structured parts, written examination and simulator/observation. Each part requires the completion of the required tasks. The examination portion will include a comprehensive written exam (ref **Chapter 6**). The simulator/observation part will include a simulator evaluation of crew performance where possible.

5.2.1. Qualification Evaluation Categories. There are two types of evaluations. Periodic qualification evaluations are administered to ensure basic qualification in the weapon system and crew position (QUAL). Evaluation and certification of specific operator performance may also be accomplished (SPOT). QUAL evaluations will consist of an evaluation scenario which will include all necessary evaluation task requirements. SPOT evaluations will consist of a scenario that may cover a single task or groups of tasks. **Attachment 4** identifies minimum requirements and frequency of occurrence for each type of evaluation.

5.2.1.1. QUAL Evaluations. Given upon completion of MQT and as specified in Attachment 4 to maintain currency.

5.2.1.2. SPOT Evaluations. A SPOT evaluation is an evaluation not intended to satisfy the requirements of a periodic evaluation. SPOT evaluations focus on a single task, a group of tasks or a scenario. A SPOT evaluation will reset the evaluation task currency for all tasks successfully accomplished, but does not reset the periodic evaluation delinquency date.

5.2.2. Qualification Evaluation Prefixes. The following prefixes will be used, when applicable.

5.2.2.1. Initial (INIT). The first evaluation of any type for a crew position (e.g., INIT QUAL).

5.2.2.2. Requalification (RQ). An evaluation administered to remedy a loss of qualification due to expiration of required periodic evaluation, following a failed periodic evaluation, or following a commander directed loss of qualification.

5.2.2.2.1. When a loss of qualification is for expiration of a required periodic evaluation, the evaluation given will be IAW the guidance for that periodic evaluation. Document with an RQ prefix.

5.2.2.2.2. When loss of qualification is for failure to pass an evaluation, the recheck evaluation must, at a minimum, contain those critical tasks and subtasks in which all U graded errors were committed. Essential tasks/subtasks may be re-evaluated at the discretion of the certifying official. Document with an RQ prefix or RQ SPOT as applicable.

5.2.2.2.3. When loss of qualification is commander directed, the evaluation profile will be as directed by the commander. Document with an RQ prefix or RQ SPOT as applicable.

5.2.2.2.4. Do not use the RQ to prefix a failed INIT evaluation. No qualification was achieved, thus requalification is not possible.

5.2.2.3. No-Notice (N/N). A no-notice evaluation is one where the evaluatee is notified of the evaluation at the in-brief. The intent is to preclude extraordinary preparation for the evaluation. A minimum of 10 percent of QUAL evaluations given on an annual basis (Calendar year from 1 Jan-31 Dec) will be no-notice.

5.2.2.3.1. The no-notice evaluation program provides commanders a sampling of daily operator performance and an assessment of unit training effectiveness.

5.2.3. Examination Requirements. Examination requirements and minimum passing grade criteria are outlined in **Chapter 6**. They may be closed book or open book. They may be oral, written, or electronic.

5.2.4. Timing of Qualification Evaluations.

5.2.4.1. Expiration Date. Required periodic evaluations expire on the last day of the 18th month following the month in which the evaluation was successfully completed (e.g., a periodic evaluation which was completed on 6 Jun 09 expires 31 Dec 09).

5.2.4.2. Scheduling. When possible, schedule periodic evaluations in the eligibility period (six-month period prior to expiration date). When conducting periodic evaluations of a crew, it is acceptable for some crewmembers to be outside of their eligibility windows.

5.2.5. Grading System. A two-tiered grading system is used to evaluate and document operator performance. On one level, individual scores are recorded for examinations while tasks/subtasks of operator performance are individually graded against established evaluation criteria. Performance less than fully qualified is documented. On the second level, an overall qualification level is determined from the compilation of these individual scores/grades.

5.2.5.1. Task/Subtask Grades. Weapon System-Specific Volumes may be used to establish tasks/subtasks to be evaluated during evaluations - to include the appropriate grading criteria for those tasks/subtasks. Tasks will have a two-level (Q/U) or three-level (Q/Q-/U) grading system.   Discrepancies will be documented against the listed tasks/subtasks.

5.2.5.1.1. Q is the desired level of performance. The examinee demonstrated a satisfactory knowledge of all required information, performed duties within the prescribed tolerances, and accomplished the assigned mission.

5.2.5.1.2. Q- indicates the examinee is qualified to perform the assigned task/subtask, but requires debriefing or individual training as recommended to the Sq/CC by the evaluator. Deviations from established standards must not exceed the prescribed Q-tolerances or jeopardize safety.

5.2.5.1.3. U indicates a performance outside allowable parameters or deviations from prescribed procedures/tolerances that adversely affected mission accomplishment or compromised safety. An examinee receiving a task/subtask grade of U normally requires additional training. A mission-critical error results in the crew member being restricted and rated U for all positions requiring that task. The crew member may not perform unsupervised operations duty until successful completion of a subsequent evaluation.

5.2.5.2. Critical Task/Subtask. Will be defined by the weapon system as areas that, upon failure, would most adversely affect the qualification of a crew member. Critical tasks/sub-tasks include, but are not limited to when evaluatee actions result, or would reasonably be expected to result, in operational mission failure or degradation, endangerment of human life, serious injury, or death. Grade all critical tasks/sub-tasks as either Qualified (Q) or Unqualified (U).

5.2.5.3. Qualification Levels. Evaluation performance is graded by qualification levels as follows:

5.2.5.3.1. Qualification Level 1 (Q1). The operator demonstrated desired performance and knowledge of procedures, equipment and directives within tolerances specified in the grading criteria. This will be awarded when no discrepancies were noted, and may be awarded when discrepancies are noted if:

5.2.5.3.1.1. The discrepancies resulted in no U grades being given in any task/subtask.

5.2.5.3.1.2. All discrepancies noted during the evaluation were cleared during the outbrief of that evaluation.

5.2.5.3.2. Qualification Level 2 (Q2). The operator demonstrated the ability to perform duties safely, but:

5.2.5.3.2.1. There were one or more tasks/subtasks where additional training was assigned.

5.2.5.3.2.2. A non-critical tasks/subtask grade of U was awarded.

5.2.5.3.2.3. In the judgment of the evaluator, there is justification for the Q2 rating based on performance in one or several tasks/subtasks.

5.2.5.3.3. Qualification Level 3 (Q3). The operator demonstrated an unacceptable level of performance, knowledge or safety.

5.2.5.3.3.1. An area grade of U awarded in a critical task requires an overall Q3 for the evaluation.

5.2.5.3.3.2. An overall Q3 can be awarded if, in the judgment of the evaluator, there is justification based on performance in one or several tasks/subtasks.

5.2.6. Grading Policies.

5.2.6.1. Requisite Examinations. The evaluator will consider performance on examinations in assigning the overall qualification level.

5.2.6.2. Performance Areas/Sub-Areas. Use the two-level (Q/U) or three-level (Q/Q-/U) grading system when applying the grading criteria definitions specified by the 14 AF.

5.2.6.2.1. The evaluator will grade any tasks/subtasks observed during an evaluation if performance in the tasks/subtasks impacts the specific evaluation accomplished or safety.

5.2.6.2.2. Minor momentary deviations from grading criteria tolerances are acceptable, provided the evaluatee applies prompt corrective action and such deviations do not jeopardize mission or safety. Consider cumulative deviations when determining the overall task/subtask grade.

5.2.6.2.3. The evaluator may further identify tasks/subtasks as "Commendable" if, in the evaluator's determination, the operator has demonstrated exceptional skill and knowledge in that particular task/subtask. Document commendable areas in the evaluator's remarks section of the appropriate form.

5.2.6.3. Overall Qualification Levels.

5.2.6.3.1. The overall qualification level awarded on an evaluation is based on performance during both the simulator/observation and examination parts of the evaluation. An overall grade of Q1 or Q2 will be awarded only after all evaluation requirements have been completed and given due consideration. An overall grade of Q3 may be awarded at any time.

5.2.6.3.2. To receive a qualified grade on an evaluation, the operator must satisfy the criteria set forth for the tasks/subtasks and demonstrate ability effectively during all portions of an evaluation.

5.2.6.3.3. Overall qualification grades will be a cumulative process. Evaluator judgment will always be the determining factor in deciding the overall qualification level.

5.2.6.4. Exceptionally Qualified Designation (Q1-E). An exceptionally qualified designation may be awarded by the evaluator. The designation can only be applied to the total evaluation - not to separate parts. The designation may be awarded when:

5.2.6.4.1. The operator has demonstrated exceptional skill and knowledge in all portions of the evaluation;

5.2.6.4.2. The operator has not failed any part and;

5.2.6.4.3. The operator received a qualified grade with no downgrades (remedial action required) on all tasks/subtasks.

5.2.7. Remedial Action. All grades of Q- or less require action to remedy the discrepancy and/or deficiency in performance. Remedial action includes outbriefing discrepancies and/or assignment of additional training.

5.2.7.1. Outbriefed Discrepancy. Remedial action accomplished during outbrief of the evaluation wherein the evaluator provides briefing concerning the discrepancy and determines that the evaluatee has gained the necessary knowledge or proficiency to remedy the discrepancy. The discrepancy task/subtask description is annotated with "Outbriefed" on appropriate form.

5.2.7.2. Individual Training. Any training recommended by an evaluator and directed by the certifying official to remedy deficiencies identified during an evaluation.

5.2.7.2.1. Individual training may include self-study, instruction, use of a simulator or observation. To complete individual training, the evaluatee must demonstrate attainment of satisfactory knowledge or proficiency.

5.2.7.2.2. Individual training is documented in the certifying official's decision section. Description of assigned individual training will include how satisfactory knowledge or proficiency will be demonstrated to an evaluator. (example: complete self study and take alternate version of test with passing score, or complete special evaluation of designated tasks)

5.2.7.2.3. Due dates and dates on which individual training is completed will be documented in the appropriate areas of the form.

5.2.7.2.4. The instructor who completed the individual training will sign the form.

5.2.7.2.5. Commanders will ensure required individual training is completed prior to the crew member accomplishing CMR duties.

5.2.8. Failure to Pass an Evaluation.

5.2.8.1. Recheck. If an operator fails an evaluation, a successful recheck must be completed prior to performing CMR duties. A recheck is successfully completed when the operator performs to Q criteria (Q or Q- outbriefed) for each task/subtask graded U. Document this action on the appropriate form. Every reasonable effort must be made to requalify the individual. The evaluator that administered the original evaluation should not administer the recheck, unless there is only one evaluator available. Document such exceptions in writing on the evaluation form.

5.2.9. Restrictions. When called for by this instruction or deemed necessary in the judgment of the evaluator, restrictions will be recommended by the evaluator and imposed by the certifying official, on the evaluatee until successful completion of assigned additional training and/or a recheck.

5.2.9.1. Restrictions should address the specific areas of operations (tasks/subtasks) that require supervision and the criteria for removal of the restrictions.

5.2.9.1.1. Substandard performance in any task/subtask may require restrictions to ensure operational safety or mission accomplishment.

5.2.9.2. Specific restrictions and the criteria for the removal of the restrictions will be documented as the first item in the certifying official's decision section.

5.2.10. Failure to Complete an Evaluation within the Required Period. If an operator fails to complete an evaluation within the eligibility period as listed in paragraph **5.2.4.1**, the operator loses the qualification covered by the evaluation and the restrictions of paragraph **5.2.9** apply. Qualification may be re-established by administering a requalification evaluation (see paragraph **5.2.2.2**) or by completion of the delinquent evaluation. OG/CCs may approve waivers to preclude the re-accomplishment of completed requisites to complete the evaluation on a case-by-case basis. Document such action.

5.2.11. Multiple Qualification. Multiple qualification guidance applies to crew members who maintain qualification in two or more similar weapon systems or certified positions. When separate qualification is required, document certification in different entries on AFSPC Form 91/91A.

5.2.11.1. Failure to Pass an Evaluation. A restriction resulting from a Q3 in any evaluation applies only to the weapon system position for which the evaluation was administered, unless, in the opinion of the evaluator, the discrepancy is applicable to additional weapon system positions.

5.3. Plan of Evaluation (POE). Units will develop a POE to guide the evaluation program. All Critical and Essential tasks and subtasks will be evaluated across the crew force every 18 months. This will not be interpreted to mean that every crew member will receive every task and subtask, just that the tasks are presented across the crew force.

5.4. Deployed Evaluations. Units should make every effort to evaluator operators who will deploy in their certified CMR positions and will become delinquent during deployment prior to the deployment.   If time does not permit a crew member to receive an evaluation prior to departure, the recurring evaluation requirement will be waived. Upon return to the home base, the operator will be placed in restricted status until the required evaluation(s) is complete.

5.5. Evaluation Requirements.

5.5.1. Conduct evaluations in a crew environment when practical, depending on the mission and the tasks being evaluated.

5.5.2. Schedule and conduct evaluations as soon as possible after training completion.

5.6. Evaluation Scenarios. The primary purpose of the evaluation is to provide the ISD feedback loop to training. It also provides feedback to the individual and squadron on a crew member's demonstrated performance during a specific scenario on a specific set of tasks. Evaluations should mirror the operational environment to the maximum extent possible.

5.6.1. Evaluate performance tasks identified in the TEPS using evaluation scenarios. Scenarios may be for a single task or a group of tasks strung together. They may be administered either to an individual or a crew. For single task or grouped task evaluations that do not meet the intent of a full crew evaluation, the 14 AF supplement must define any differences for Evaluation Ratings, Delinquency Dates, and Post Evaluation Actions.

5.6.2. Base evaluation scenario results on successfully meeting each task/subtask performance standard.

5.6.3. Evaluations will be conducted in an off-line environment (e.g., off-line simulator, part task trainer, etc.). Units will submit a list of tasks that need to be evaluated in the operational environment to 14 AF/A3V who will provide approval on a case-by-case basis. 14 AF/A3V

will notify HQ AFSPC/A3TT when making such approvals. Make every effort to limit requests for the use of the operational environment for evaluations to instances when off-line training devices are non-existent or degraded.

5.7. Evaluation Scripts. Design and use scripts to conduct evaluation scenarios. Include instructions for evaluators, scenario support personnel, simulated inputs, and status card inputs. All simulation materials will be marked as such.

5.7.1. Script stimuli will be identified by area/task/subtask, estimated scenario run times, task description, scenario support personnel initiation/response agency, and notes/expected responses (e.g., TEPS notes, evaluator notes, and expected evaluatee response). Estimated scenario run times are for scenario presentation only, and do not establish a time standard for completing actions. Applicable time standards must be annotated within the script.

5.7.2. Problem presentation and equipment response must comply with TEPS constraints.

5.7.3. Use status cards to introduce stimuli that cannot be presented in a more realistic manner. They must have enough information for the evaluatee to clearly understand the input, without prompting. Make cards as realistic as possible, especially if used to present message traffic or changes in console displays.

5.7.4. Do not create actual conditions that could jeopardize personnel safety or cause damage to equipment. Coordinate any planned actions that could result in the release of simulation information into the real-world environment, or conflict with on-going operations with the required personnel.

5.7.5. Script design may temporarily remove a crew member to allow for the evaluation of another crew member. Do this only when the evaluatee is required to be proficient in a task associated with the vacated position. Make this presentation technique as realistic as possible. Evaluators must ensure adequate task coverage for the evaluatee.

5.7.6. Scripts may identify observation of real-world tasks.

5.7.7. Create realistic operational environments requiring the evaluatee to prioritize actions.

5.7.8. QUAL evaluations will contain multiple inputs. They will be introduced in a scenario to determine a crew/evaluatee's capability to establish priorities. Stimuli will be presented either simultaneously, or with higher priority stimulus following soon after the lower priority stimulus. Do not inject unrelated tasks/subtasks (i.e., two events occurring simultaneously where one task does not logically lead to another) while the crew is accomplishing multiple inputs. This does not preclude the presentation of expected follow-on weapon system indications related to previous inputs, provided those indications do not directly interfere with the crew's ability to execute its critical actions. In short, the scenario must be written so that crews can prioritize these follow-on indications below the immediate critical.

5.7.8.1. If unrelated status is presented during an execution of a task as the result of equipment malfunction or evaluator/sim-switch action or inaction, but the status does not have an impact on the crew's ability to effectively execute its actions, the scenario event is considered valid. However, the evaluator should adjust the TEPS to give the crew credit for time spent reacting to the unrelated task.

5.7.8.2. If unrelated status is presented during a execution of a task as the result of equipment malfunction or evaluator/sim-switch action or inaction, and the status has an

impact upon the crew's ability to effectively execute its actions, the scenario event is invalid. Do not assess an error if the evaluatee incorrectly responds during invalid events. However, there may be reasons for recommending training and/or restricted status to ensure identified deficiencies are remedied.

5.7.8.3. Scenarios should be designed to evaluate concepts and avoid presentation of excessive weapon system status. As a result, no more than three simultaneous problems may be included in any evaluation script.

5.7.9. Do not use the current primary or alternate real-world duress words in evaluation scenarios.

5.8. Evaluation Scenario Conduct.

5.8.1. If during the course of an evaluation, an individual's incorrect actions lead into knowledge only or non-essential tasks, then evaluate those tasks accordingly.

5.8.1.1. The simulation/observation portion of an evaluation can be conducted entirely in one phase/environment (off-line or real-world), or in two separate phases/environments (off-line and real-world). The order of administration of a two-phase evaluation for the simulation/observation portion of an evaluation is optional; however, complete the second phase no later than 30 calendar days following completion of the first phase. Normally, the same evaluator will administer both phases of an evaluation. If not accomplished within 30 days, reaccomplish the first phase of the simulation/observation portion of the evaluation.

5.8.1.2. The only reasons for training between phases are individual training to remove a crew member from restricted status, provide required supplemental training, or attend normally scheduled classroom recurring training. When conducting individual training between phases, limit the training to the tasks in which errors were committed.

5.8.2. Pre-brief for Evaluatee. Evaluators will conduct a pre-brief to ensure the evaluatee clearly understands the rules of engagement. The pre-brief sets the environment of the evaluation. This briefing is given before the scenario (see **Attachment 5**).

5.8.3. Evaluator Responsibilities.

5.8.3.1. Do not allow evaluatees to use training materials, such as study guides, during evaluations.

5.8.3.2. Allow the evaluatee to only ask questions to clarify a stimulus. Do not give the evaluatee more information than would normally be available or prompt a response.

5.8.3.3. Give the evaluatee the opportunity to correctly perform the action or to take an incorrect action.

5.8.3.4. Evaluators will intervene to prevent a safety hazard, damage to equipment, mission failure or degradation, or to prevent the introduction of uncoordinated simulation media into the real-world operational environment.

5.8.3.5. Evaluator and scenario support personnel will ensure all scenario stimuli are presented as written in the script.

5.8.3.6. During evaluations, evaluators and scenario support personnel will not challenge, correct, or prompt the evaluatee as to the validity of the evaluatee's actions unless required to provide proper weapon system status.

5.8.3.7. During evaluations, the evaluator can only ask questions to clarify the evaluatee's response to a performance task. Ensure questions do not interfere with or interrupt crew actions or prompt the evaluatee.

5.8.4. Scenarios may require clock advancement. Advance the clock only after the evaluatee is ready for the clock advancement. Before clock advancement, crews must have an opportunity to complete required actions.

5.8.5. Timing Constraints. TEPS provides a detailed listing of each task/subtask. Where applicable, TEPS provides the timing constraints necessary for task accomplishment. TEPS does not describe the only correct response and does not replace operational technical data or instructions. They are intended for a controlled scenario environment and are used to improve proficiency. Additional guidance:

5.8.5.1. When an event has an associated time standard, do not present new unrelated status until the time standard has expired or has been fulfilled. Before the expiration of the time standard, if the crew takes an incorrect action or positively indicates they intend to take no action, a subsequent event may be presented. The crew will still have the balance of the original time standard to recover. If the subsequent event has a time standard, time it normally, without adjustment for the "pending" original time standard.

5.8.5.2. When more than one time standard is running at the same time, time concurrently only if specifically written for concurrent timing, otherwise, time separately and sequentially. This should only occur when there are multiple time standards associated with a task.

5.8.6. During the evaluation, if a crew transitions to a knowledge only or basic task/subtask not intended for evaluation, the evaluator may brief the task/subtask accomplished when the crew member identifies the requirement to transition.

5.8.7. Units will determine and document the appropriate evaluator/evaluatee ratio. The intent is that the evaluator(s) must be able to observe the actions of all evaluatees clearly and simultaneously.

5.9. Real-world Evaluations.

5.9.1. If the evaluatee does not react to situations requiring immediate crew response to prevent personnel injury, damage to equipment, or mission continuation without degradation, the following will apply:

5.9.1.1. If the evaluatee is not in position to note a real-world status change, the evaluator will immediately bring it to their attention. Do not assess a deficiency for bringing the status change to the evaluatee's attention.

5.9.1.2. If the evaluatee is in position to note a real-world status change, but does not act, the evaluator will immediately bring it to his/her attention. If in the opinion of the evaluator, the individual had sufficient time to observe the status change and failed to recognize or take appropriate action, assess and rate the appropriate task deficiency.

5.9.2. For real-world evaluation situations not covered by paragraph **5.9.1** and if the evaluatee doesn't react, apply the following:

5.9.2.1. If the evaluatee is in position to note a real-world status change, and if the response has an associated time standard, bring the status change to their attention after the time standard has elapsed and assess the appropriate deficiency.

5.9.2.2. If the evaluatee is in position to note a real-world status change, and if the response has no associated time standard, bring the status change to their attention after evaluation phase termination and assess the appropriate deficiency.

5.10. Evaluation Scenario Termination. Normally, once an evaluation is started, all efforts will be made to complete the evaluation.

5.10.1. Early Evaluation Termination. Evaluations terminated before the written end, may be completed from the point activity was stopped or may be completely re-accomplished. Terminate an evaluation when:

5.10.1.1. An evaluatee or evaluator becomes injured or ill.

5.10.1.2. Operational or maintenance activity unduly interferes with the evaluation.

5.10.1.3. HHQ actions prevent completion of the evaluation.

5.10.1.4. Evaluatee actions prevent completion of required events.

5.10.2. Normal Evaluation Termination:

5.10.2.1. Do not terminate the evaluation of a crew member receiving a qualified rating, but placed on restricted status (by certifying official), after completion of an individual portion of an evaluation.

5.10.2.2. Evaluators may terminate evaluations after completing any portion of the evaluation if the evaluatee committed errors warranting an unqualified rating IAW paragraph **5.2.5.1.3**

5.10.2.3. Reconfigure equipment used in support of the scenario and notify participating agencies to include the on-duty crew (if applicable), of evaluation termination.

5.10.2.4. If potential exists for the crew member in an operational environment to be rated Q3 or placed in restricted status, the evaluator must ensure the evaluatee is supervised by an instructor or evaluator certified in the same task(s) until the evaluatee's qualification status is determined or a CMR crew member certified in the same tasks relieves the evaluatee.

5.11. Post-Evaluation Actions.

5.11.1. Upon completion of an evaluation, evaluators will determine what, if any, errors were committed, resolve any evaluation issues, document evaluation results and rating, outbrief the evaluation, then recommend training and/or certification for the evaluatee, as required.

5.11.2. Assess errors (regardless of impact) IAW the TEPS and 14 AF supplements. Momentary mistakes due to status monitoring, inadvertent actions, or miscalculations that are immediately corrected, and do not result in system degradation, may be recoverable to a

lesser severity of error, or no error, as appropriate. If an error is not listed, or a situation exists that may require an exception to the error, contact 14 AF for guidance.

5.11.3. Identify, assess, and document errors upon completion of each portion of an evaluation.

5.11.3.1. Error determination must be based upon the actions/inactions of the evaluatee. Written scenario and sequence will not affect the correctness of an evaluatee's performance.

5.11.3.2. When the evaluatee causes a script deviation and an error results, assess the error.

5.11.3.3. Do not assess an error when the evaluatee incorrectly responds to erroneous status due to equipment failure or evaluator error. However, there may be reasons for recommending training and/or restricted status to ensure identified deficiencies are remedied.

5.11.4. Use the Deficiency Codes in paragraph **2.2** to describe why an evaluatee committed an error.

5.11.5. Determine and document the overall evaluation(s) rating.

5.11.6. Conduct an outbrief to provide feedback to the evaluatee and training program.

5.11.6.1. The certifying official determines corrective action (e.g., self-study, individual training, etc.) and any follow-on evaluation requirements for errors which do not result in a Q3 rating.

5.12. Evaluation Documentation.

5.12.1. Evaluation documentation is required for each evaluated/observed individual. Evaluation documentation provides a means to identify trends, to track individual performance, and serves as a key feedback and training program tool. It provides performance feedback to the individual's supervisor.

5.12.2. Use an evaluation report to document details of administered evaluations/observations. The design of the evaluation report may be standardized at the 14 AF or wing level. The following information will be included on the evaluation report:

5.12.2.1. Document all discrepancies. It is important to credit errors against the appropriate task/subtask. Document the error against the task/subtask to which the error is attributed.

5.12.2.2. List all (scenario and real-world) tasks and subtasks exposed during the conduct of each evaluation. If the evaluatee performs any portion of a task (written in the script or not) and could be assessed an error, document task credit for that task or subtask. Technical data, MAJCOM, and Air Force directives identify the performances associated with specific tasks and subtasks.

5.12.2.3. Delinquency date (when applicable).

5.12.2.4. Provide a place for the commander to document his/her decisions about corrective action, restricted status, or subsequent evaluations as a result of the evaluation.

5.12.2.5. Document evaluation errors where the cause is readily apparent. Identify the cause of the errors rather than just the result. Attempt to make all error descriptions unclassified. Accurate error documentation helps determine the deficient task or subtask and provides instructors enough information to effectively correct the deficiency.

5.12.2.6. During higher headquarters administered evaluations, the administering headquarters will identify errors in writing to the unit.

Chapter 6

EXAMINATIONS

6.1. Examinations. Crew members will complete an examination as part of QUAL evaluations. The minimum passing grade for these examinations is eighty-five (85) percent.

6.2. Types of Exams/Questions. Exams may consist of open book questions, closed book questions, or a combination of the two.

6.2.1. Open Book Exams. Open book questions will come from publications containing information pertinent to the operation of applicable weapon system and TEPS. The open book subject areas and the publications used to generate the exam will be made available to crew members.

6.2.2. Closed Book Exams. Closed book exams/questions should focus on system knowledge and information critical to mission safety and mission accomplishment that cannot otherwise be referenced in the normal performance of assigned duties.

6.2.3. Use the following minimum requirements when constructing exams:

6.2.3.1. Twenty-five (25) four-alternative multiple-choice items.

6.2.3.2. Two (2) four-alternative multiple-choice items per task.

6.2.4. Units may add additional items/types of items at their discretion.

6.3. Failure to Pass an Exam.

6.3.1. Reexamination Policy. A crew member failing an examination at any time must be afforded an adequate study period prior to reexamination.

6.3.2. Reexamination Period. Crew members who fail an examination must complete a successful reexamination prior to performing CMR duties.

6.4. Examination Management. Maintain either examinations for each crew position or generate a unique test for each crew member requiring an exam.

6.4.1. If examinations are maintained for each crew position:

6.4.1.1. Appropriate Stan/Eval offices are required to develop and control a minimum of two versions of examinations for each crew position.

6.4.1.2. Units having ten or fewer members per crew position require only one version of the examination.

6.4.1.3. When different crew positions are responsible for the same information, units are not required to maintain separate examinations for each crew position.

6.4.2. If a unique test is generated for each crew member requiring an exam, units will use 14 AF standardized/approved software for test creation.

6.5. Examination Question Review. The Stan/Eval office will review all questions/exams for accuracy annually and after any changes in source documents. If a complete review was accomplished due to a source document change it may be annotated as the annual review.

6.6. Examination Security. Stan/Eval personnel will maintain positive control of all exams, applicable answer sheets and associated computer based/electronic media.

6.6.1. If randomly generated tests are not used, Stan/Eval personnel will not take a test they author. If there is only one certified evaluator to write exams for a given position that evaluator is exempt from the written exam for that position. When changing over personnel this should be accounted for in order to minimize the need for exemption.

6.7. Computer Based or Electronic Examinations. Computer based or electronic information management tools may fulfill the requirement for examinations as outlined in this instruction.

6.7.1. Computer based repositories of closed book examination questions will be made available to the crew force.

Chapter 7

NEW OR UPGRADED SYSTEM REQUIREMENTS

7.1. Requirements. For new or upgraded space and missile systems, the unit training office and standardization and evaluation office will develop training and evaluation programs to meet requirements within this instruction, AFSPCI 10-1202, and AFSPCI 36-283, *Space Training System Management*. The following activities must be accomplished by the responsible AFSPC organization to ensure a smooth transition from program development to the Operational Acceptance (OA) of new or upgraded space and missile systems:

7.1.1. The unit training office will coordinate with the appropriate OSS (training office) for specific requirements for planning a new training program to include a validation plan and program approval strategy.

7.1.2. The unit standardization and evaluation office will coordinate with the OGV for specific requirements for planning a new evaluation program to include a validation plan and program approval strategy.

7.1.3. The unit commander will appoint a limited number of Subject Matter Experts (SMEs) in writing. The primary duties of the SME is to develop technical documentation, training and evaluation materials, and to conduct CMR training and evaluations. Document SME appointment on the individual's AFSPC Form 91. Forward the SME designation memorandum through the chain of command directly to HQ AFSPC/A3TT and 14 AF/A3V offices.

7.1.3.1. SMEs appointed for new or upgraded systems are not required to accomplish the MQT they develop; however, they must accomplish contractor provided Type 1 training, if available, and any training directed by the OG/CC.

7.1.3.2. SMEs who conduct CMR training/evaluations or initial (post OA) system operations are temporarily designated CMR. To maintain CMR status, they must be evaluated on all applicable tasks within 60 calendar days of removal from SME status or within 90 calendar days from system IOC (whichever is sooner). Once evaluations are complete and the individual is certified, document certification on the AFSPC Form 91.

Chapter 8

COMMAND CHANGE PROCESS TO AETC COURSE CURRICULA

8.1. Change Process.

8.1.1. All change requests originating from AFSPC units which are of a major nature (a request which drives changes in course training standard or resources such as facilities, costing, etc.) will be routed through the appropriate OG/OSS, to HQ AFSPC/A3TT for coordination and courtesy copied to the NAF.

8.1.1.1. The AETC Training Manager (TM) is the decision authority for determining if a proposed change is minor or major. Once a determination has been made as to whether a change is minor or major, no direct communications concerning major changes is permitted with AETC training units. The primary point of contact for each AETC course is the AETC TM. This does not preclude official feedback channels such as the AETC Graduate Training Verification Process and Graduate Assessment Survey field evaluation questionnaires or field visits.

8.1.1.2. HQ AFSPC/A3TT coordinates approval of change requests through wing and NAF.

8.1.1.3. HQ AFSPC/A3T approves all formal requests to change AETC courses and submits to HQ USAF/A3O-ST (Operations Plans and Requirements) for coordination.

8.1.2. Course Resource Estimate Process. Upon approval of a major change request by HQ AFSPC/A3TT, HQ AFSPC/A3TT will route the change to HQ USAF/A3O-ST. HQ USAF/A3O-ST will review and if approved, will route to the Chief, Command, Control, Communications, Computers, Intelligence (C4I) and Training Pipeline Manger (HQ AETC/A3TM). The 381 TRG will analyze the request to determine impact on training time, and will return their cost estimate to HQ AFSPC/A3TT for proper staffing (e.g., training device requirements, etc.). HQ AFSPC/A3TT will notify the originating agency of the results of their request. For further information, refer to AFSPCI 36-283.

8.1.3. Changes to existing Specialty Training Standards and/or Course Training Standards (CTS) require review and approval by the affected unit commander, through the appropriate OSS or group to HQ AFSPC/A3TT for MAJCOM review and approval. HQ AFSPC/A3TT will coordinate the STS/CTS with HQ USAF/A3O-ST for AFCFM approval. HQ USAF/A3O-ST will forward the approved STS/CTS to HQ AETC/A3T who will coordinate appropriate follow-up actions with the 381 TRG.

8.1.4. AFSPC units (through their appropriate OSS or group to obtain a tracking number) may coordinate minor change requests directly with the 381 TRG, but only with the AETC TM of the applicable training course. Minor changes are interpreted to mean those of an administrative nature or those which do not have significant impact on training curricula or resources. In each case, the AETC TM will determine if the request is of a minor nature or needs to be elevated to a major change. If the request is minor, the 381 TRG will implement the change at the earliest opportunity.

8.1.5. Changes originating from the AETC TMs will be forwarded to the affected OSS or group for action, with a courtesy copy to HQ AFSPC/A3TT and the NAF. Once the review

is complete and OSS or group concurrence has been given, the change will be routed back through HQ AFSPC/A3TT for approval IAW paragraphs **8.1.2** and **8.1.3**

8.1.6. Request for course deletions must be forwarded from the appropriate group commander. Deletions of 381 TRG courses are reviewed, approved, and forwarded by HQ AFSPC/A3T to HQ USAF/A3O-ST for review and approval prior to routing to HQ AETC/A3TM.

8.1.7. For all courses where ARC units participate, AFSPC/A3T will coordinate change/deletion packages with the affected components' training division (HQ AFRC/A3TT (Training, Standardization and Evaluations) through 10 AF/A3T for AFRC units; NGB/A3S for Air Guard units) prior to approval.

Chapter 9

CHANGES, WAIVERS, AND CLARIFICATION

9.1. Changes. Forward recommended changes to this instruction via memorandum or AF Form 847, *Recommendation for Change of Publication*, to HQ AFSPC/A3TT, 150 Vandenberg Street Ste 1105, Peterson AFB CO 80914-4240. Provide information copies to the Branch Chief, of Operations Inspections, HQ AFSPC/IGIOS, appropriate 14 AF and 381 TRG.

9.2. Waivers. Due to unique local situations, units may request a waiver to the requirements of this instruction. HQ AFSPC/A3T is the waiver authority for this instruction unless specifically stated otherwise.

9.2.1. Forward all waivers via email through 14 AF/A3V to HQ AFSPC/A3TT describing the specific requirement creating the problem and explaining why a waiver is needed. If 14 AF/A3V concurs with the requested waiver, they will forward their recommendation to HQ AFSPC/A3T.

9.2.2. If approved, waivers stay in effect for the life of the publication, unless HQ AFSPC/A3T specifies a shorter period of time, cancels in writing, or issues a change that alters the basis for the waiver.

9.2.3. AF Reserve units. AFSPC gained units will process waivers IAW paragraph 9.2 through their appropriate reserve group commander. The appropriate reserve group commander will submit waiver requests through 10 AF/A3 to HQ AFRC/A3TT with courtesy copies forwarded to 14 AF/A3V for additional recommendation. HQ AFRC/A3TT will forward the waiver request to HQ AFSPC/A3T for review and recommendation. Upon receipt of the HQ AFSPC/A3T input, HQ AFRC/A3TT will approve/disapprove the waiver and provide a copy to HQ AFSPC/A3T.

9.2.4. ANG units. ANG space units will process all IQT waiver requests through NGB/A1 IAW the ANG CFFM Plan Talk on Waivers Guide.

9.3. Clarifications. Process requests for clarification via memorandum through 14 AF to HQ AFSPC/A3T describing in sufficient detail the issue requiring clarification. The NAF will provide a 14 AF position prior to forwarding to HQ AFSPC/A3T, 150 Vandenberg St., Ste 1105, Peterson AFB CO, 80914- 4240 or **a3t.wf@afspc.af.mil.** Provide information copies to HQ AFSPC/IGIOS, 125 East Ent Ave, Peterson AFB CO 80914-1281.

9.4. Prescribed Forms.

AFSPC Form 91, *Individual's Record of Duties and Qualification*

AFSPC Form 91A, *Record of Signatures*.

TOD D WOLTERS, Brig Gen, USAF
Director of Air, Space and Nuclear Operations

Attachment 1

GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

References

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AFI 33-360, *Publications and Forms Management*, 18 May 2006

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AFI 36-2201 Vol 5, *Air Force Training Program Career Field Education and Training*, 8 June 2004

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AFI 90-901, *Operational Risk Management*, 1 April 2000

AFMAN 36-2234, *Instructional System Development*, 1 November 1993

AFMAN 36-2236, *Guidebook for Air Force Instructors*, 1 November 2002

AFSPCI 10-604, *Space Operations Weapon System Management*, 1 October 2007

AFSPCI 10-1202, *Crew Operations*, 15 November 2008

AFSPCI 10-260, *Tactics Development Program*, 1 April 2008

AFSPCI 10-415, *Weapons and Tactics Flight Operations*, 1 September 2005

AFSPCI 36-283, *Space Training System Management*, 2 August 2004

AETCI 36-2203, *Technical and Basic Military Training Development*, 8 March 2001

AFH 36-2235 Vol 1, *Information for Designers of Instructional Systems—ISD Executive Summary for Commanders and Managers*, 2 September 2002

AFH 36-2235, Vol 11, *Information for Designers of Instructional Systems Application to Unit Training*

Abbreviations and Acronyms

AETC— Air Education and Training Command

AETCI— Air Education and Training Command Instruction

AFH— Air Force Handbook

AFI— Air Force Instruction

AFMAN— Air Force Manual

AFPD— Air Force Policy Directive

AFRC— Air Force Reserve Command

AFSPCI— Air Force Space Command Instruction

ANG— Air National Guard

ARC— Air Reserve Component

BMC— Basic Mission Capable

CCH— Crew Chief

CFETP— Career Field Education and Training Plan

CMR— Combat Mission Ready

CMDR— Commander

COMPUSEC— Computer Security

COMSEC— Communications Security

EMI— Electromagnetic Interference

FY— Fiscal Year

GSU— Geographically Separated Unit

HHQ— Higher Headquarters

HQ— Headquarters

IAW— In accordance with

IOC— Initial Operational Capability

IQF— Individual Qualification Folder

IQT— Initial Qualification Training

ISD— Instructional Systems Development

IT— Individual Training

KT— Knowledge Tests

LERTCON— Alert Condition

L&PI— Launch & Predicted Impact

MAJCOM— Major Command

MET— Mission Essential Task

MOA— Memorandum of Agreement

MQT— Mission Qualification Training

NAF— Numbered Air Force

NCOIC— Non-commissioned Officer in Charge

OA— Operational Acceptance

OG— Operations Group

OGV— Group Standardization and Evaluation Office

OPSCAP— Operations Capability

OPSEC— Operations Security

ORM— Operational Risk Management

OSS— Operations Support Squadron

PCS— Permanent Change of Station

POE— Plan of Evaluation

POI— Plan of Instruction

PT— Proficiency Training

Q1— Qualification Level 1

Q1—**E** – Exceptionally Qualified

Q2— Qualification Level 2

Q3— Qualification Level 3

QT— Qualification Training

RQT— Requalification Training

RT— Recurring Training

SCO— Satellite Console Operator

SME— Subject Matter Expert

ST— Supplemental Training

SW— Space Wing

TDY— Temporary Duty

TEPS— Training and Evaluation Performance Standards

TM— Training Manager

TO— Technical Order

TOES— Time Off Element Set

TRG— Training Group

TTP— Tactics, Techniques and Procedures

U— Unqualified

USC— United States Code

UT— Upgrade Training

Terms

Basic Mission Capable (BMC)—Qualification status of individuals who have completed the minimum training required to be familiar with all tasks and proficient in some of the tasks associated with the mission of their unit.

Chief of Training— Refers to Commander of Operations Support Squadron, or Unit Chief of Training. 14 AF and/or wings will determine association and application of this term for their respective units.

Combat Mission Ready (CMR)—HQ AFSPC/A3-designated personnel who have completed Enlisted or Officer Space Prerequisite Training, Space Initial Qualification Training (if available), and Mission Qualification Training, and have been successfully evaluated and certified by a certifying official.

Currency— Currency requirements ensure the average crew member maintains a minimum level of proficiency. To maintain currency a crew member must have received an evaluation, receive RT, and be trained on all proficiency and knowledge level tasks/subtasks IAW HQ AFSPC guidance.

Deficiency— Inability of a trainee to meet the standard associated with a particular task/subtask.

Evaluator Certification— The process by which individuals become trained and certified to evaluate a CMR/BMC crewmember or student perform operational tasks.

Evaluator Decertification— The status of an evaluator when his or her evaluator certification is withdrawn. Decertified evaluators may not perform evaluator duties.

Evaluator Recertification— The process by which evaluators regain their evaluator certification. After recertification, a recertified evaluator may once again perform evaluator duties.

Evaluator Restriction— The status of an evaluator who may not perform evaluator duties but is not decertified as an evaluator. Once the restricted status is removed the individual may once again perform evaluator duties.

Four-alternative Multiple-choice Item— A multiple-choice test item consisting of a problem (stem) and 1 one correct or best alternative (answer) and 3 of incorrect or inferior alternatives (distractors)

Initial Qualification Training (IQT)— Formal courses conducted by AETC as listed in the Education and Training Course Announcements (ETCA) found at **https://etca.randolph.af.mil**, *USAF Formal Schools*. These courses provide system specific and positional specific training as a prerequisite to Mission Qualification Training. IQT is also known as Initial Skills Training (IST) by 2 AF.

Instructor Certification— The process by which individuals become trained and certified to instruct a CMR/BMC crewmember or student to perform operational tasks.

Instructor Decertification— The status of an instructor when his or her instructor certification is withdrawn. Decertified instructors may not perform instructor duties.

Instructor Recertification— The process by which instructors regain their instructor certification. After recertification, the instructor may once again perform instructor duties.

Instructor Restriction— The status of an instructor who may not perform instructor duties but is not decertified as an instructor. Once the restricted status is removed the individual may once again perform instructor duties.

Required Tasks— Tasks required to be performed by the human component of the system, the conditions under which these tasks may be performed, and the quality standards for acceptable performance.

Comprehensive Task/Sub—task List - A list of tasks that identifies specific system tasks and the proficiency levels required for mission ready status.

Like Systems— Multiple systems with similar tasks and equipment used to perform operations.

Maximum Training Time— The number of days in which a trainee must complete qualification training. The date is computed by extending the original established training time by 50 percent.

Mission Essential Task (MET)— Tasks based on mission analysis that are absolutely necessary, indispensable, or critical to the success of a mission.

Multiple Input— The presentation of unrelated stimuli/tasks requiring determining priorities among overlapping actions by the trainee or evaluatee. The presentation may be simultaneous or staggered.

Operational Acceptance (OA)— Formal acknowledgement by the operational community that an implemented change, modification, or new acquisition meets the minimum operational requirements of the system. That point in time at which the AFSPC formally accepts, for that site, responsibility and accountability for the operational and organizational maintenance of the acquired equipment from the Materiel Wing.

Operational Risk Management (ORM)— ORM is a logic-based common sense approach to making calculated decisions on human, material, and environmental factors before, during, and after activities and operations. It is a tool to help you minimize the risks taken while at the same time maximizing effectiveness.

Plan of Instruction (POI)— A training guide outlining how training programs are applied and administered. It is used to outline annual training requirements, identify minimum training task/subtask coverage during training sessions, and to schedule, conduct, document MQT for each crew member.

Plan of Evaluation (POE)— A guide used to ensure task coverage for the evaluation program. It will identify the evaluations conducted for the entire crew force during an 18-month period and provide sufficient sampling of crewmember performance to assess overall crew force proficiency.

Position— A grouping of tasks/subtasks assigned to CMR/BMC personnel.

Position Certification— The organization's CC/DO signature of approval stating that all required positional tasks/subtasks are "qualified" and the certified person can perform mission operations and are deemed CMR/BMC.

Proficiency— Demonstrated ability to perform a task to the Training and Evaluation Performance Standard.

Proficiency Level— As described by AFMAN 36-2236, figure 3.1, required for mission ready status.

Related Tasks— Events attributed to the same root cause and occurring simultaneously where one task logically leads to another.

Scenario— Consists of a specific set of tasks presented in a coherent manner to simulate real-world conditions and used to train and/or evaluate crew members in a crew environment to the maximum extent possible. Scenarios are presented in an off-line simulator; however, scenarios may be presented in a real-world environment.

Sim Switch— A support function comprised of personnel with mission or system expertise, who interact in a realistic manner with trainees or evaluatees during a performance test. Sim Switch is used to simulate internal and external agencies, and pass and receive event responses, as required.

Subject Matter Expert (SME)— A person who has thorough knowledge of the material being analyzed. He or she acts as an advisor and critic concerning subject matter during the production and validation of training and evaluation material. A SME will be mission ready in the respective position or another closely related position, or for newly established units, appropriate training such as contractor-provided Type 1 training must be accomplished, if available.

Space Operations— The mission area encompassing space control, space surveillance, missile warning, satellite operations, and spacelift.

Standardization— Interrelated efforts conducted at the MAJCOM, NAF, Wing, Group, and unit levels to develop, adopt, use, and maintain policy, procedures, or equipment that are similar in philosophy and/or specifics where possible. The central goal is to streamline training, evaluating and operating procedures to maximize mission effectiveness.

Subtask— A subordinate unit of work called upon from a parent task that supports the accomplishment of a single mission or multiple mission area. Subtasks are reusable and are called upon (as needed) from a parent task to perform work. Subtasks generally (but not always) focus on technology capabilities or reporting requirements that are utilized in one or more mission areas.

Task— An independent unit of work carefully selected to reflect mission needs. Tasks are parent to subtasks.

Task Qualification— The successful completion of a training observation and/or evaluation signed by an instructor/evaluator and trainee.

Task Standard Level—- Indicates the training and evaluation performance level category for each task/subtask. Three Task Standard Levels exist: A, B, C.

Trainee— An individual who is not certified IAW AFSPCI 10-1202.

Weapon System— A combination of one or more weapons with all related equipment, materials, services, personnel, training, and means of delivery and deployment (if applicable) required for self-sufficiency. For the purpose of this directive, a weapon system is that portion of the system that conducts the mission to ensure Space Superiority; Space Global Information Services; Global Surveillance, Tracking And Targeting; Space Force Application; Assured Access to and Operations In Space; and C2 of Space Forces.

Attachment 2

TEPS DEVELOPMENT

  TEPs define the special set of skills required for mission accomplishment. Applicable NAF-published Training and Evaluation Performance Standards (TEPS) (formerly AFSPCI 36-2203 Volumes I and II, *14AF/20AF Training and Evaluation Performance Standards (TEPS))* establish the minimum training and evaluation task performance standards and provide constraints for all performance scenarios. TEPs will include all tasks/subtasks, along with associated performance standards, conditions, proficiency codes and applicable timing requirements.

A2.2. TEPS are the overarching guidelines detailing how to train and evaluate all the tasks necessary for operational crew members to become and maintain mission ready status. To do this, the NAF must develop standardized task requirements for each of their mission areas. The below information provides assistance in developing TEPS:

   A2.2.1. Identify tasks/subtasks (TASKs) essential for mission accomplishment.

   A2.2.2. Define the task standard level (A, B, or C) for each task/subtask.

   A2.2.3. Group like tasks/subtasks and consolidate in a comprehensive task/subtask list.

   A2.2.4. For Level A tasks/subtasks (optional for Level B and C), identify the requirements for the task by using a set of givens/constraints, task performance requirements, and the standard (usually a timing requirement) for task accomplishment.

A2.3. Use the sample Comprehensive Task/Subtask List and task requirements tables on the next pages as examples only.

Table A2.1. (Sample) Comprehensive Task/Subtask List.

AREA & TASK SUBTASK	DESCRIPTION	L V L	C M D R	C C H	S C O	B M C C C C M D R	C C H
	MISSION SUPPORT OPERATIONS						
A01	**Perform Crew Actions**						
A01A	Perform Crew Changeover/Shift Actions	C	3c	3c	3c	2b	
A01B	**NOT USED**						
A01C	Log Operational Activities	C	3c	3c	3c	2b	
A02	**Operate Mission Equipment**						
A02A	Use Operational/Mission Consoles	C	3c	3c	3c	2b	

AREA & TASK SUBTASK	DESCRIPTION	LVL	CMDR	CCH	SCO	BMCC CMDR	C CH
A02B	Use Voice Communications Equipment	C	3c	3c	3c	2b	
	STATUS MONITORING						
B01	**Perform EMI Procedures**	A	3c	3c	3c	2b	
B02	**Perform Communications Failure Procedures**						
B02A	Respond to Voice Communications Failure	B	3c	3c	3c	2b	
B02B	Respond to Dataline Communications Failure	B	3c	3c	3c	2b	
B03	**Perform Fault/Anomaly Resolution Procedures**						
B03A	Respond to Console/Ground Station Malfunctions	B	3c	3c	3c	2b	
	MISSION PROCEDURES (GROUND BASED)						
C01	**Perform Site Reporting Procedures**						
C01A	Perform Valid Site Report Actions	A*	3c	3c	C	2b	
C01B	Perform Anomalous Site Report Actions	A*	3c	3c	C	2b	
C01C	Perform Under Investigation Site Report Actions	A*	3c	3c	C	2b	
C01D	Perform MCC Initiated Site Report Actions	A*	3c	3c	C	2b	
C01E	Perform Voicetell	B	3c	3c	3c	2b	
	EMERGENCY PROCEDURES						
E01	**Perform Emergency/Safety/Security/ Contingency Procedures**						
E01A	Perform Fire/Overheat Procedures	A	3c	3c	3c	2b	
E02	**Perform Emergency Fault Procedures**	A	3c	3c	3c	2b	

AREA & TASK SUBTASK	DESCRIPTION	L V L	C M D R	C C H	S C O	B M C C C C M C D H R
	LERTCON PROCEDURES					
F01	**Perform LERTCON Procedures**					
F01A	Perform LERTCON Actions	B	3c	3c	3c	2b

Table A2.2. (Sample) Level A/Critical Task Requirements.

C01A: Valid Site Report Actions	
GIVENS/CONSTRAINTS	
1. If primary voice comm is not available, train/evaluate performance 1 to Level B.	
2. When Voicetell (C01E) is required, train/evaluate performance 1 to Level B.	
3. If presented with B02B, dataline failure, as a multiple input, train/evaluate performance 1 to Level B. Subtask credit will be given for C01A, C01E, and B02B.	
PERFORMANCE	**STANDARD**
1. Pass site report to MCC.	1.1. Within **60** seconds of valid L&PI generation.
2. Select site report.	2.1. Within **60** seconds of L&PI generation when voice communication is unavailable with the MCC and datalines are available.

Table A2.3. (Sample) Level B/Essential Task Requirements.

B02A: Respond to Voice Communications Failure
GIVENS/CONSTRAINTS
1. If voice contact is not available with required maintenance personnel, train/evaluate to Level C.
2. If presentation does not drive OPSCAP Red/Yellow, train/evaluate to Level C.

Table A2.4. (Sample) Level C/Non-essential Task Requirements.

C03H: Perform Manual TOES Computation
GIVENS/CONSTRAINTS
1. If voice contact is not available with required maintenance personnel, train/evaluate to Level C.
2. If presentation does not drive OPSCAP Red/Yellow, train/evaluate to Level C.

Attachment 3

AIR FORCE PROFICIENCY CODES

Figure A3.1. Air Force Proficiency Codes.

PROFICIENCY CODE KEY		
	SCALE VALUE	DEFINITION: The Individual
TASK PERFORMANCE LEVELS	1	Can do simple parts of the task. Needs to be told or shown how to do most of the task. (EXTREMELY LIMITED)
	2	Can do most parts of the task. Needs help only on hardest part. (PARTIALLY PROFICIENT)
	3	Can do all parts of the task. Needs only a spot check of completed work. (COMPETENT)
	4	Can do the complete task quickly and accurately. Can tell or show how to do the task. (HIGHLY PROFICIENT)
*TASK KNOWLEDGE LEVELS	a	Can name parts, tools, and simple facts about the task. (NOMENCLATURE)
	b	Can determine step-by-step procedures for doing the task. (PROCEDURES)
	c	Can identify why and when the task must be done and why each step is needed. (OPERATING PRINCIPLES)
	d	Can predict, isolate, and resolve problems about the task. (COMPLETE THEORY)
**SUBJECT KNOWLEDGE LEVELS	A	Can identify basic facts and terms about the subject. (FACTS)
	B	Can identify relationship of basic facts and state general principles about the subject. (PRINCIPLES)
	C	Can analyze facts and principles and draw conclusions about the subject. (ANALYSIS)
	D	Can evaluate conditions and make proper decisions about the subject. (EVALUATION)

EXPLANATIONS

*   A task knowledge scale value may be used alone or with a task performance scale value to define a level of knowledge for a specific task. (Examples: b and 1b)

**   A subject knowledge scale value is used alone to define a level of knowledge for a subject not directly related to any specific task, or for a subject common to several tasks.

^   This mark is used alone instead of a scale value to show that no proficiency training is provided in the course.

X   This mark is used alone in course columns to show that training is required but not given due to limitations in resources.

NOTE: Taken from AFMAN 36-2236, Figure 3.1

Attachment 4

EVALUATION REQUIREMENTS

Table A4.1. Evaluation Requirements Matrix.

RULE	A(n) _____ evaluation is required	Upon completion of	Or	and, as a minimum the evaluation must cover these tasks/subtasks
A	QUAL		Commander direction/request	Tasks or subtasks which are due for delinquency
			By the delinquency date established by an evaluation	
B	INIT QUAL	MQT or UT as applicable/ *Within 60 calendar days of removal from SME status or within 90 calendar days from system AO (whichever is sooner)		Tasks or subtasks identified in the COMPREHENSIVE TASK/SUB-TASK LIST and appropriate 14 AF supplement
C	RQ QUAL	RQT		Tasks or subtasks identified in the COMPREHENSIVE TASK/SUB-TASK LIST and appropriate 14 AF supplement
		IT which resulted from a Q3 rating on a periodic QUAL eval	Expiration of a required periodic evaluation or Commander direction/ request	Tasks or subtasks which are due for delinquency
D	SPOT		Commander direction/ request	Tasks or subtasks identified by Commander
E	RQ SPOT	IT which resulted from a Q3 rating on an eval		Tasks or subtasks which had errors which resulted in the Q3 rating
			Commander direction/request	Tasks or subtasks identified by Commander

NOTES:
1. Units may administer either an RQ QUAL or RQ SPOT following IT which resulted from a Q3 rating on an eval. Do not use RQ to prefix an eval resulting from a Q3 rating on an INIT eval
2. Rule B * applies to SMEs appointed for new or upgrade system requirements only.
3. A minimum of 10% of QUAL evals must be N/N. INIT and RQ evals may not be no notice (N/N).

Attachment 5

CREW PRE-BRIEFING TOPICS

A5.1. Instructors and Evaluators will conduct a pre-brief to ensure the trainee or evaluatee clearly understands the rules of engagement and the environment that they will be trained or evaluated in. This pre-briefing should cover, as a minimum, the following topics:

A5.1.1. Instructor/Evaluator-trainee relationship.

A5.1.2. Methods used to initiate events (e.g., status cards, telephone calls, simulation, real-world activity, equipment indications, etc.). All script inputs must be clearly identified as simulated inputs.

A5.1.3. Responsibilities during equipment operations.

A5.1.4. Responsibilities during actual emergencies, malfunctions, or real-world events.

A5.1.5. External agencies, internal agencies, and crew support agencies; to include whether their role is actual or simulated.

A5.1.6. Procedures and equipment peculiar to the scenario.

A5.1.7. Operations security (OPSEC), communications security (COMSEC), and computer security (COMPUSEC).

A5.1.8. Local safety policy. For training conducted in an operational environment, pre-brief all ORM-derived mitigation measures.

A5.1.9. Starting status, if not included in the script.

A5.1.10. Clock advancement procedures.

A5.2. Pre-brief for on-duty crew. For training or evaluation scenarios/task observations conducted in the real-world environment, instructors/evaluators will pre-brief the on-duty crew. This briefing ensures the on-duty crew understands the rules of engagement. This briefing is given before the training or evaluation scenario/task observation and will include the following:

A5.2.1. Instructor/Evaluator and the on-duty crew relationship.

A5.2.2. Responsibilities during equipment operations, actual emergencies, malfunctions, or real-world events.